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THE CLASSICS FOR AMERICA.

Little Liberal Culture Which is not Based on Greek and Latin Literature—First Great Duty of Education is Formation of Character—Pressing Requirements of Present Hour—To Draw Away from Classics is to Draw Away from Path of Security and Progress.

By CALVIN COOLIDGE, *Vice-President of the United States.*

[An address delivered before the American Classical League, Philadelphia, Pa., July 7, 1921.]

We come here to-day in defense of some of the great realities of life. We come to continue the guaranty of progress in the future by continuing a knowledge of progress in the past. We come to proclaim our allegiance to those ideals which have made the predominant civilization of the earth. We come because we believe that thought is the master of things. We come because we realize that the only road to freedom lies through a knowledge of the truth.

Mankind have always had classics. They always will. That is only another way of saying they have always set up ideals and always will. Always the question has been, always the question will be, What are those ideals to be, what are to be the classics? For many centuries, in education, the classics have meant Greek and Latin literature. It does not need much argument to demonstrate that in the western world society can have little liberal culture which is not based on these. Without them there could be no interpretation of language and literature, no adequate comprehension of history, no understanding of the foundations of philosophy and law. In fact, the natural sciences are so much the product of those trained in the classics that, without such training, their very terminology can not be fully understood.

Education is undertaken to give a larger comprehension of life. In the last 50 years its scope has been very much broadened. It is scarcely possible to consider it in the light of the individual. It is easy to see that it must be discussed in the light of society. The question for consideration is not what shall be taught to a few individuals. Nor can it be determined by the example of the accomplishments of a few individuals. There have been great men with little of what we call education. There have been small men with a great deal of learning. There has never been a great people who did not possess great learning. The whole question at issue is, what does the public welfare require for the purpose of education? What are the fundamental things that young Americans should be taught? What is necessary for society to come to a larger comprehension of life?

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ERADICATION OF ILLITERACY.

No Uniform Definition of the Term—Statistics Not Wholly Reliable—One-Fifth of Our Population are Nearly Illiterate—Not a Matter of Races or Sections—Eradication of Illiteracy is Coming Slowly but Surely—Effective Work is Done in the Army—No Illiterate Nation Can Achieve Greatness.

By JOHN J. TIGERT, *United States Commissioner of Education.*

[An address delivered before the Illiteracy Section of the National Education Association, Des Moines.]

The extent and the meaning of illiteracy not only in the United States but everywhere are confused because of the lack of a clear definition. We shall not undertake to clear up more definitely the meaning of the term, but we shall accept in this discussion the definition of an illiterate as one who is unable to write his or her native tongue. It has been found that those who are able to read and can not write are so few as to be practically negligible. This definition is the basis upon which the illiteracy statistics are gathered in the United States and in practically all countries.

A further confusion arises because of the unreliable character of our statistics in this field. In the past we have relied very largely upon the census enumerator in the United States to discover our illiterates. This was done by asking every citizen, "Can you read? Can you write?" On this basis of investigation we learned in 1910 that 7.7 per cent of our population above 16 years of age were illiterate. It had long been suspected by educators and others that this was not an accurate criterion. Many people did not understand

how much ability was required to enable them to say, "I can read. I can write," and therefore large numbers answered the question falsely. It was estimated by those who had studied the problem that probably 20 per cent of our population might be included in a class which might be termed near-illiterates, that is to say, those who could write their names or possibly a few sentences, but whose ability to handle the language was not sufficient to make it a vehicle of real enlightenment.

These suspicions were proved to be well founded when a more satisfactory method was evolved in the urgency of the Great War. For the intelligent mobilization of the American Army it became necessary for the Government to know accurately whether our soldiers could read orders and write orders before they could be assigned to effective service. Our Government therefore gave to a million and a half men who were taken in the first draft—men from every State in the Union and from every class of people—a piece of newspaper to read and asked each one of them to write a short letter.

When this test was given it was found that from 1,566,011 men examined those who were unable to "read and understand newspapers and write letters home" amounted to 25.3 per cent. (Report of R. M. Yerkes, chairman of the committee for Army tests.)

We found, therefore, that among our male population capable of bearing arms, instead of 77 out of every thousand being illiterate, approximately 250 out of every thousand were illiterate. Making allowance for the fact that a larger proportion of our female population attend the first five grades of the elementary schools, and therefore there is likely to be a less degree of illiteracy among women than men, yet we are safe in saying that at the time of the World War probably 20 per cent of our population could not use the English language as a vehicle for information or expression.

Majority of Illiterates are White.

It is hardly necessary for me to recite all the facts relative to illiteracy gathered in the oft-quoted statistics of the census of 1910. I take it that before a body like this which has studied the matter of illiteracy very carefully all these facts are quite familiar. It will be remembered that the census of 1910 indicated that there were at that time 5,516,163 illiterates above 10 years of age. They were divided into the following classes: 3,184,633, or 58 per cent, were white citizens; 1,534,272, or 28 per cent, of these were native born; 1,650,351, or 30 per cent, were foreign born; 2,227,731, or 40 per cent, were negro citizens. The remainder, about 2 per cent, were Indians, Mongolians, and a number of infinitesimally small groups.

At that time 1,768,132 of these illiterates were living in cities—that is, they were urban; 3,748,033 were living in small towns, villages, and the open country—that is to say, they were rural. It appears, therefore, that the rural illiteracy of 1910 was approximately double the urban illiteracy.

Densest Areas Among Foreign Born.

It was formerly thought that illiteracy in the United States was largely a matter of races and sections. There was a time when certain sections of the South were called the "Black Belt" of illiterates, it being a convenient excuse for the appalling illiteracy in the United States to foist it upon the negro and the supposedly backward whites in the mountain sections of the South. We are now well aware of the fact that illiteracy is not in any sense a problem of race or section. Careful investigations revealed the fact that the densest areas of illiteracy are found among our foreign-born whites in the States of Massachusetts, New York, Pennsylvania, New Jersey, Ohio, Illinois, and California.

Slowly but surely illiteracy is being eradicated in the United States. It is not necessary for me to dwell here upon the history of the progress that has been made. I do not think it just, however, to pass without saying what has so often been said—that the work of the distinguished chairman of this conference [Mrs. Cora Wilson Stewart] in this field is perhaps the greatest single constructive contribution which has been made to the cause of education in the United States in the last decade. Mrs. Stewart began her work in the moonlight schools in Rowan County, Ky., in September, 1911. She inaugurated a campaign to eradicate adult illiteracy in that county. It was predicted that it was an impossibility. It was said that adults would not willingly go to school and that there was no way in which they could be prevailed upon to do so. It was further stated that it was a pedagogical impossibility to teach old people even when they were willing to submit to instruction.

Adults Well Taught Learn Readily.

Mrs. Stewart demonstrated clearly the fallacy of both of these contentions. On the first evening, in spite of the difficulties in transportation in that remote mountain district, 1,200 men and women came trooping to the moonlight school, varying in age from 18 to 86. Eventually there was an enrollment of 1,600 people, almost one-third of the entire population of the county. The result was eradication of illiteracy in that county to an almost irreducible minimum, and moonlight schools spread in many other counties in Kentucky. By March, 1918, more than 1,100 illiterate men and women had been taught to read and write in Rowan County alone. From Kentucky it spread to 22 States. Some tried it as an experiment in certain counties others put it on as a State-wide campaign; I have not time here to review the enormous results of this movement which led to the teaching of thousands of illiterates in many States a satisfactory knowledge of the English language. The old theory that adults learn to read and write slowly was completely exploded.

Learn English in Three Months.

It has now been demonstrated that "it is possible for any person of ordinary intelligence who has never learned to read and write in any language and who can speak no English to acquire a good working knowledge of 600 English words, ease in reading common prose, legible penmanship, and a knowledge of simple arithmetic. The time required is 60 hours, or 1 hour per day for 12 weeks of 5 days a week."

Among the agencies which are operating to reduce illiteracy in addition to the moonlight schools are college and uni-

versity extension departments, trained teachers, the increase in the number of high schools, the consolidated schools, improvement of courses of study in rural schools, better enforcement of compulsory attendance laws. Some of the organizations which are making the eradication of illiteracy their definite objective and which are contributing greatly to this task are manufacturing plants, chambers of commerce, Young Men's and Young Women's Christian Associations, women's clubs, associated charities, and the United States Army.

Illiteracy Nearly Eliminated in U. S. Army.

It is impossible to sketch the work that is being done in these various organizations, but I wish to deal specifically with the work that is being done in the Army because I have had personal experience in that work. In France and in Germany the Army Educational Corps, of which I was a member, was very active in combating illiteracy. Twenty thousand men in the Army of occupation, if I remember correctly, were taught to read and write. Illiteracy was completely wiped out in one of the divisions and practically wiped out in others. The work of the Army Educational Corps with the American Expeditionary Forces was so effective that the War Department saw fit to continue it in the Army in America. With this end in view, recruiting educational centers were established in the United States. The first was established at Camp Upton, N. Y., May 1, 1919. Five others were subsequently established at Camps Jackson, Pike, Travis, Grant, and Lewis. The work at Camp Upton is representative of what is being done in these centers.

Effective Work at Camp Upton.

At Camp Upton there were at one time 1,850 students, representing 45 races. About half of these were American born and came from every State of the Union east of the Mississippi. The course is conducted for a period of four months. All the men enrolled are illiterate and non-English speaking. Three and one-half hours a day are given in military drill, three hours to actual school work. Military power is used to compel attendance. The men are first classified on the basis of their illiteracy as to grade. Within the grade they are assigned to sections in accordance with their intelligence rating on the basis of the Army test. In the first grade, for example, there are four sections—a very bright section, a slow section, and two intermediate sections. The learning of English is not limited to the classroom. It is carried out in the theater, on the drill field, in recreation rooms and in the reading rooms.

Twice a week the men come together in the theater to sing popular and patriotic songs under leadership which makes every

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THE TEACHING OF DEMOCRACY.

Report of a Committee of the National Council of Education, Presented at the Des Moines Meeting, July, 1921.

By A. DUNCAN YOCUM, *Chairman.*

The present report of the committee will be confined to two phases of its work, the teaching of democracy through religious education and church activities, and its furtherance through the machinery of existing organizations which are concerned with education and reach large social groups. The resolution unanimously adopted at the Atlantic City meeting of council in response to the request made by the International Sunday School Association and the Sunday School Council of Evangelical Denominations, for cooperation in week-day religious instruction, marks the formal initiation of a policy of cooperation between public and private schools on the one hand and agencies for religious education on the other, which while more rigidly than ever avoiding the teaching of religion or sectarianism through schools supported by public funds, seeks to realize three closely interrelated aims:

(1) A more adequate and universal teaching of morals as fundamental to both religion and democracy and dependent upon each;

(2) The emphasis in all religions and in all forms of religious training of those elements which specifically contribute to democracy; and

(3) In ordinary school work and activities, including the teaching of morals, the emphasis of all elements which, while not in themselves religious, are basal for religious instruction and can be made contributory to it by other agencies.

Committee's Aim Definitely Presented.

So far as the council and the democracy committee are concerned, the betterment and extension of moral instruction or character education are left to the committee on citizenship and character education. Its newly assigned functions would overlap those of the democracy committee now reporting if we had not from the start sharply defined our field of service as the discovery and determination of democratic elements in American life and education, and their more efficient and universal development and furtherance, through a correlation of all educational and social agencies, limited to this definite and specific purpose. Were it not for this definiteness of aim, our contact with the numerous agencies through which we are working or are planning to work would lead to hopeless confusion of responsibilities and activities. With this definiteness, the multiplicity and diversity of these

organizations become our greatest asset. Every organization responsible for social betterment and every organized activity for disseminating information within each can gradually be made a means to the universal realization of the few common objectives essential to the growth of democracy.

The simplicity of this function is very well illustrated where the work of the democracy committee touches the fields of moral and religious instruction with their numerous, and in many respects conflicting, agencies.

Continual Emphasis on Common Welfare.

In the field of moral instruction this work involves effort to secure, first, a continual emphasis of the common welfare as the most conspicuous motive for morality, including the moralities scoffed at by Prussian thinkers and some American writers as too "old" for complex modern society; and, second, in all moral and character education a similar emphasis of the particular moralities which definitely contribute to the specific democracy elements which will later be named in this report. This is the only contact which the democracy committee will have with the committee on citizenship and character education, and with a host of other moral instruction agencies which our own character education committee will doubtless attempt to correlate. In so far as it is willing to include an emphasis of these democracy objectives in its work it can greatly reinforce our efforts.

Contributions of Religion to Democracy.

In identical fashion, in the field of religion, the specific function of the democracy committee sharply limits the work of its subcommittee on the contributions of religion to democracy (1) to urging upon public-school authorities and those responsible for the policies of every religious body the more earnest teaching of a common reverence for Deity and a common respect and tolerance for creeds and religious observances other than one's own; (2) to urging upon religious bodies an emphasis of all religious virtues and motives which can be made to strengthen the several democracy elements that this report will tentatively specify; and (3) an emphasis in all such secular school instruction and activities of elements as yet unspecified, which, while not in themselves religious or sectarian, form the essential foundation for a more

efficient religious instruction carried on exclusively by the church.

Meets Religious Bodies Half Way.

In these moves on the part of the council toward a more efficient furtherance of the morality and religion basal to all democracy and so seriously threatened by bolshevism and other forms of radicalism, it is but meeting half way the organized effort of powerful religious bodies. The education committee of the International Sunday School Association, working in cooperation with the Sunday School Council of the Evangelical Denominations, has recently been reorganized, and has been intrusted with the important task of determining common policies, objectives, and standards for the great majority of Protestant educational boards. Before this reorganization was brought about, this body adopted the report of a standing committee of its own on religious education in the public schools, which, in addition to approving an organized effort to arouse greater reverence, declaring against any effort to teach religion in public schools, and urging an emphasis of democratic elements in religious education, asked three things of the secular school, which the democracy committee is already attempting to bring about, or which the council is furthering in some other way: (1) A more efficient moral instruction, an objective which the new council committee on character education will surely further; (2) where Bible reading legally forms a part of the opening exercises of the public school, organized effort to make it strongly reverent and impressive; (3) the emphasis in secular education of all academic elements which, although they in themselves are nonreligious, will be helpful to religion after each church shall have given them its religious interpretation.

Common Program of All Religious Creeds.

Our subcommittee on the contributions of democracy to religion is the most suitable national body to further this correlation of public-school and church-school activities along lines broad enough to constitute a common program for all religious creeds and organizations. It is gradually adding to its membership the men who have most weight in directing the educational policies of the Protestant, Roman Catholic, and Jewish churches. So far as the great majority of Protestant denominations is concerned, complete correlation has already been brought about. The probable attitude of the Catholic Church is indicated by the obvious wish of those responsible for the Catholic parochial-school organization, to make it a means to civic training, and by the movement to further within the church itself the Americanization of Catholic foreign-born Americans. The civic record of the Jewish Church is such that it assuredly will not shrink from the similar but still more

peculiar responsibility forced upon it by immigration from Russia and countries under the influence of bolshevist propaganda. While the subcommittee is proceeding slowly and cautiously, everything now indicates that it may become the medium for a tremendously efficient but severely defined cooperation of state and church, in the development of a democracy and religion essential to the continued existence of each.

Conference of Organizations for Citizenship.

The second phase of the democracy committee's work to be reported upon at this session of council, is its attempt to further the growth of democracy through the powerful machinery of existing organizations interested in education and in reaching large social groups. At Atlantic City, under the chairmanship of Mrs. Fannie Fern Andrews of the general committee, an informal conference was held of prominent representatives of such bodies as the American School Citizenship League, State Americanization departments, divisions of State education departments responsible for citizenship training, the Americanization departments of chambers of commerce, women's clubs, etc. It was the unanimous judgment of those present that if the elements of democracy are specifically defined, the publications, official bulletins, conventions, and lectures not only of the bodies represented there, but of labor organizations, beneficial societies, patriotic orders, the League of Women Voters, the National Federation of Women's Clubs, etc., can gradually be employed in a nation-wide drive for a truer and completer democracy. To this end the chairman of the democracy committee was requested to formulate the various items in the absence of which democracy is unsafe and incomplete. A similar request was made by the reorganized subcommittee on democracy through the kindergarten, of which Miss Lucy Wheelock is chairman. In fact, it has become apparent that the work of all the subcommittees will be furthered by such a formulation.

Asks Views of 100 Leading Americans.

The tentative assembling of democracy elements, which is here presented in compliance with this request, is being sent to a hundred or more of those Americans most eminently of the several types of leadership which mold public opinion and of national activities which must be democratically directed and controlled. The president of the Academy of Social and Economic Science has designated several of the gentlemen who have been included in this group. All others have been chosen after most serious deliberation and, so far as possible, with the same sort of authoritative advice. It is hoped that a sufficient number of them will respond with approval, objections, or suggestions, to permit the

publication by the democracy committee after the approval by the council, not of the democracy creed, but of a specification of democratic elements which can be translated into the everyday vocabulary of each American social group and become a sacred aim for every true citizen, civic or social organization, and educational agency.

I have appended as part of this report this tentative formulation of democratic elements.

THE 10 MOST SUGGESTIVE ESSENTIALS OF DEMOCRACY.

Definitely Formulated as a Basis for Their Being Presented in a Different Form of Statement to Each Educational Agency and Organization in America.

1. *Democratic self-assertiveness.*—The most fundamental factor in the democratic control of individual conduct is the accustoming of every individual to self-assertiveness in rights, in duties, and in opportunities, limited by common rights, by social cooperation, and by the surrender of petty and nonessential forms of assertiveness which are socially unpleasant or offensive.

Most of the essentials of democracy are positive and not negative virtues, and their control of social through individual conduct is insured through an individual sense of responsibility backed by an indomitable individual assertiveness of all that makes for the common welfare, "both alone and with others." Repeated and unnecessary individual failure in school, unfitness in vocation through lack of educational guidance, and social backwardness through the absence of training for unembarrassed social intercourse, create an individual sense of incompetence and impotence which make a truly democratic citizenship impossible. If the "Let's go" of the trenches is not carried over to all that makes for political and social advancement, our national problems can not be given a democratic solution.

2. *Equal rights and opportunities as distinguished from equal abilities and achievements.*—If there is to be a saving popular faith in democracy each individual must be taught to distinguish sharply between equality in the sense of rights and opportunities, and equality in the sense of natural abilities and individual achievements. Many Americans scoff at democracy, because they assume that the Declaration contemplated an equality made possible by heredity; or believe in it because they confuse it with a communism which gives each individual an equal share in all things whether he earns it or not.

3. *A sense of personal responsibility for the rights, opportunities and duties of both self and others.*—Since but a small part of what concerns the common welfare is com-

pelled by law, a democratic training must develop in each individual a strong sense of personal responsibility for securing the performance by himself and by all others of every action guaranteed to each or exacted of each for the benefit of all. Democratic rights and benefits are not conferred for the sake of the individual, but for the sake of society. The acceptance of them is a personal duty owed by each to all. Insistence upon their acceptance by others is often the only way of making effective their acceptance by one's self.

4. *Equivalent compensating service.*—Each democratic right and privilege carries with it the compensating duty of giving some equivalent in return. The idea of "something for nothing" is undemocratic. Especially in the case of foreign-born Americans attracted to the United States by democracy in the sense of freedom and opportunity, education must emphasize the fact that free schools, free hospitals, free religion, and all other forms of freedom, are free to all only in the sense of being common to all, and ought to be paid for by each through taxation, contributions, or service to others, equal for all individuals or proportionate to individual ability.

5. *Equality through highest effort and the chance to exercise it.*—Equality in the achievements of individuals is attainable only in the sense of highest individual effort. Whether in the attainment of rights, the realization of opportunities, or the consummation of service, the least fit individual is equal to the most efficient and the weakest to the strongest when each has done his best. Even opportunities are equal only when each individual is given the fullest possible chance to do his best in what he is best fitted for or most interested in. The chief essential of democratic industry is highest effort at needed production or service by each individual and in every vocation, as the only fair equivalent in return for highest effort at needed production or service by other individuals or in other vocations.

6. *Majority rule for the common welfare.*—Majority rule is democratic only when it seeks to secure the common welfare. Determination of the common welfare which majority rule must seek to secure is conditioned by expert commissions for the study of the common welfare, popular patience in awaiting their verdict, and popular confidence in their findings, popular education including training in democracy, the impartial dissemination of facts by a free public press, fair elections, the check upon local partiality and popular prejudice provided through the mode of electing Representatives and Senators, and the power of amending even the Constitution itself. Any influence or activity subversive of any one of these conditions tends to make majority rule betray the common welfare to individual, group, or sectional interests.

7. *The surrender of individual rights conflicting with the common welfare and the safeguarding of individual rights which do not conflict.*—Personal liberty and special privilege find their limit in the common welfare, but only in the common welfare. These two propositions taken together constitute the acid test of democracy. Less limitation of individual rights than is necessary to the common welfare tends to Prussianism or bolshevism; more limitation of individual rights than is necessary to the common welfare tends to communism and other extreme forms of socialism.

8. *Equality of the higher levels.*—Any stable social equality must result from a leveling up and not from a leveling down. The spiritual side of man can never be satisfied on lower levels, and no form of government can permanently endure which denies to individuals the opportunity to lead the way to higher levels and which fails to create conditions which encourage all to rise. This applies to the stabilization of industry, as well as to that of society in the broader sense. Personal departments in the various industries with related schemes for progressive steps in training and promotion, public vocational education, educational guidance, and public continuation schools, all are favorable conditions to a higher material level. But since the chief stimulus to labor is the betterment of the social condition of one's self and family, unembarrassed participation in the higher forms of social intercourse is the necessary complement to industrial betterment.

9. *Self-effort essential to many elements in equality.*—An essential condition to social stability and therefore to political safety is the realization on the part of all individuals, but especially on the part of individuals or racial groups which seek social equality and access through law, that unembarrassed participation in every social group must be self-earned. With this end in view unembarrassed social participation should be used as the justification for a new emphasis in every stage of education, of habitual correctness of speech, good manners, skill in a variety of games and amusements, an appreciation of the fine arts, and familiarity with the few essential general ideas through which otherwise isolated individual experiences are made common and social.

10. *Democratic compulsion.*—The democratic control of social conduct requires the accustoming of every individual to the compulsion in himself and others, both through public sentiment and law, of every essential democracy which is not self-acquired.

As the essential complement to a stronger individuality or self-assertiveness, every individual should be accustomed from the earliest childhood to cheerful submission to superior wisdom and authority, to ready acquiescence in community standards more exacting than his own, and to their inex-

orable enforcement in so far as it is necessary to the common welfare. An early education which, like that urged by Rousseau and Tolstoi, makes children unconscious of any more authoritative will than their own, is better preparation for a Prussian supermanism or "direct action," than for a democracy which is to endure and become more complete.

INTERCOLLEGIATE CONFERENCE ON STUDENT GOVERNMENT.

Undergraduate government was the subject of an intercollegiate conference held recently at Massachusetts Institute of Technology, representing 40 colleges and universities. Student activities, under the four general headings of student government, athletics, publications, and dramatic and musical clubs were discussed. Relationship between the governing body of the educational institution and undergraduate social, athletic, and professional activities were taken up, as well as relations with alumni, student unions, foreign students, societies, and clubs.

It was urged that some orderly organization be devised to meet the problems of college and university life, which has come to have a complexity similar to outside life.

Self-government by students was particularly discussed by the dean of Massachusetts Institute of Technology who described the difference between the institute and other colleges in that the student is under no restrictions from the faculty or executive offices. He pointed out that great value lies in this practice in that it leaves the students to use their own initiative and gain experience in carrying the resultant responsibility. Aside from an advisory committee of the alumni, student activities have been organized and are controlled by the undergraduates themselves.

DORMITORY IN HIGH SCHOOL BUILDING.

High-school students at Thermopolis, Wyo., whose homes are in the rural districts, will be housed next year in dormitories. The boys will live in a special home near the school. The girls will be provided for by special arrangement of the upper floor of the new high-school building. There will be on this floor a living room, matron's quarters, and bedrooms for the girls. The domestic science equipment in the basement will be used for preparing the meals for both boys and girls. The girls will help with the cooking, and will be assigned by the matron to other regular duties. Home-economics studies will thus be correlated with practical work.

MAINE PLAN FOR RURAL SUPERVISION.

Close Supervision Made Possible by System of Helping Teachers Specially Chosen and Trained.

In Maine there are 475 towns and plantations, besides some unorganized territory. The schools are supervised by 130 superintendents, of whom 81 are in charge of "unions" of towns, and the remaining 49 are town or city superintendents. As Maine is almost entirely rural, only 8 of the total number have no rural schools in their territory. The others may be considered rural superintendents. The union superintendents have not to exceed 50 teachers to supervise; most of them have fewer; the average for the State is less than 30.

Maine has inaugurated a unique system for providing supervisory assistants. Each year a summer school of six weeks' duration is held at the State Normal School at Castine. Here from 50 to 100 teachers, selected by the superintendents because of unusual ability and marked success as teachers, are given an intensive course in rural school supervision. All expenses involved are paid wholly by the State. Only teachers are chosen who are graduates of standard normal schools or have equivalent preparation.

At the close of the course these teachers return to their respective towns or supervisory districts, where they act as assistants to the superintendent, working under his direction. They are called "helping teachers." They teach regularly for observation and visit schools to give special help in classroom organization methods and management. In some cases the helping teachers have one or more days each week free for visiting schools. In others they remain in their own rooms, teaching model classes and offering assistance and advice to teachers sent to them by the superintendent.

During the school year 1920-21 there were 150 helping teachers in the State. The salaries paid by town school authorities range from \$800 to \$1,200 per year, to which the State adds a bonus of 25 per cent from State funds.

Considering the fact that there are not more than 50 teachers under direction of any superintendent and 150 helping teachers distributed among approximately 120 towns, it is evident that very close supervision of rural teachers is possible.

The University of Minnesota has received from the Commonwealth Fund of New York a grant of \$10,000 to be expended by Leonard V. Koss, professor of secondary education, in making a study of the junior-college movement throughout the country.

ORGANIZATION OF THE BUREAU OF EDUCATION.

By JNO. J. TIGERT, *Commissioner of Education.*

[Adapted from address before the Council of Education, National Education Association, Des Moines, Iowa.]

In the belief that some explanation of the present organization of the Bureau of Education and of our plans and policies will promote more effective cooperation between the bureau and the interests we serve, I have prepared the following statement:

Functions of the Bureau.

The Bureau of Education is charged by law with certain administrative functions, such as the administration of a system of education for the natives of Alaska. Its chief functions, however, are nonadministrative.

The act creating the United States Bureau of Education defines its purpose and duties as those—

of collecting of such statistics and facts as will show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

This statement of the functions of the bureau make it primarily an institution for scientific research and gives it no administrative duties. Such administrative duties as it has have been added by subsequent legislation. Broadly stated, then, the functions of the bureau are:

- (1) To be informed on all subjects pertaining to education; and
- (2) To make the information which it possesses effective in promoting the cause of education.

I find that the bureau, in attempting to discharge these functions, has been undertaking a considerable variety of activities, which may be divided roughly into two main classes, with subdivisions as follows:

- (1) *Continuing or stated activities:*
 - (a) Business administration of the office.
 - (b) Administration of the educational system, medical relief, and reindeer herds for the natives of Alaska.
 - (c) Administration of certain provisions of law relating to the State colleges of agriculture and the mechanic arts.
 - (d) Collecting and compiling statistics.
 - (e) Library service. (The bureau maintains an educational library which in certain particulars is probably unsurpassed by any other collection of books in the country. One of our serious problems is to decide what we can and ought to do with this library.)

(f) Publication and distribution of documents.

(g) Stenographic, clerical, and other incidental service.

(2) *Educational research and promotion:*

(a) Studies of various phases of education for the purpose of acquiring and digesting information.

(b) Preparation of manuscripts for publication as circulars of information or bulletins or portions of bulletins.

(c) Counseling with school officers, legislative committees, boards of school trustees, and others and giving advice on educational matters.

(d) Official correspondence with seekers after information, advice, and other assistance.

(e) Representation at educational conventions for the purpose of keeping in touch with leaders and movements.

(f) Public addresses on educational topics.

(g) Organization and conduct of special conferences of educators and others.

(h) Organization and conduct of educational surveys and preparing reports and recommendations based upon such studies.

Present Personnel of the Bureau.

For carrying on the work of the bureau, exclusive of the work in Alaska, we have now in the offices at Washington 87 people. Of these approximately one-fourth are specialists engaged in the various lines of educational research and promotion, the remainder being made up of employees in the statistical division, librarians, stenographers, clerks, and others.

Under the administration of my predecessor the activities of these people were very largely directed by the commissioner personally. Dr. Claxton's experience before and during his 10 years in the commissionship gave him a knowledge of education and its technic which perhaps no other man in America could have. In attempting to assume the duties which he had been discharging I found it impossible to carry on the activities of the bureau as he had done. It became necessary for me to effect some kind of reorganization.

Basis of Reorganization.

The form of organization is based on the analysis of activities indicated above. We have in the bureau these two general types of activities: First, the activities of a more or less routine character, which I have termed "stated" or "continuing activities";

and, second, the activities of highly trained experts in various fields of education, whom I have designated the technical staff.

The organization which I have undertaken to set up is not unlike that of an institution of higher learning. My entire career has been in the service of colleges and universities. Perhaps that accounts for my leaning to this type of organization, and yet I am unable to see how I could attempt to carry on the varied activities of the bureau in any other fashion. The form of organization is set forth in the accompanying chart.

Continuing or Stated Activities.

There are seven divisions of those activities which I have termed continuing or stated activities. They have all been placed under the general direction of the chief clerk, Lewis A. Kalbach, who has served most efficiently in the bureau for more than 34 years. He is generally recognized as a man of exceptional ability and devotion to duty.

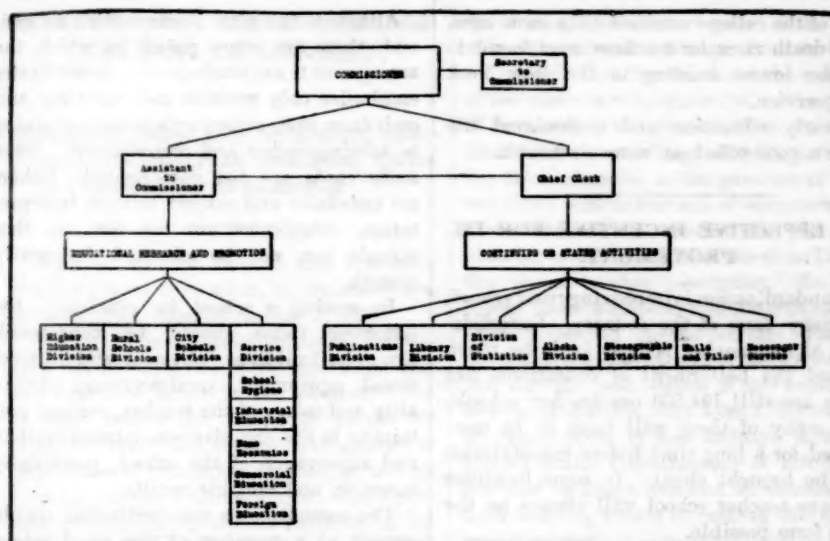
Under his supervision are the following: Publications division, under the direction of James C. Boykin, editor; library division, under Dr. John D. Wolcott; division of statistics, under H. R. Bonner; Alaska division, Dr. William Hamilton in charge of the Washington office; stenographic division, under Mrs. M. W. Wolcott; mails and files, Miss Eunice W. Curtis in charge; messenger service, under B. Frank Morrison.

Educational Research and Promotion.

The technical staff has been organized into four divisions under the direction of William T. Bawden, who has been designated as assistant to commissioner. Dr. Bawden took his degree at Columbia University, and is exceptionally well qualified to organize and direct technical investigations.

Under him are the following: Higher education division, headed by Dr. George F. Zook; rural schools division, under Mrs. Katherine M. Cook; city schools division, under Walter S. Deffenbaugh; service division, comprising certain individuals and smaller divisions which have been consolidated into one group. Dr. Bawden will also serve as chief of this division for the present.

It may be noted in passing that, with the exception of the newly created service division, and possibly one or two other readjustments, I have in the adoption of this scheme of organization done little more than to recognize and define certain features which I found already at least partially functioning, and in every case I have designated as chiefs of divisions those who were already nominally in charge of the work. To effect a simple and definite plan of staff organization, however, with clearly understood division of responsibility and clearly defined lines of authority, seemed to me essential.



The Advisory Council.

In the past, as I have stated, the several specialists worked very largely under the personal supervision of the commissioner. To provide for more definite correlation of the activities of the technical staff, and in order to increase the effectiveness of our work by promoting cooperation throughout the bureau, it seemed to me advisable to bring all the activities of the bureau, and more especially of the technical staff, under the review of a general advisory body, corresponding roughly to the council of deans or similar advisory bodies which exist in colleges and universities.

I have, therefore, appointed such an advisory council, composed of the heads of the various research divisions, together with the chief clerk, and I have made Dr. Bawden chairman of this committee. It will be the duty of the advisory council to consider and advise with me concerning general questions of educational policy, and procedure in the more important projects to be undertaken, and to assist me in

such ways as may be determined hereafter. We propose, furthermore, to bring the technical staff into conference as often as may be practicable, so that the various activities can be discussed and planned with a higher degree of cooperation than has been possible in the past.

Final administrative authority with reference to the activities of the bureau and the executive power are exercised by the commissioner. Neither the assistant to the commissioner, the chief clerk, nor the advisory council possess executive functions, other than by way of suggestion, recommendation, and advice, except such as may be delegated from time to time by the commissioner.

We may find it expedient to modify our plan of organization. We may make some mistakes. But we all have a high sense of our responsibility to make the most of the resources placed at our disposal here in the bureau, and a most earnest ambition to make the bureau a source of inspiration and service to all who may call upon it.

PRELIMINARY THEORETICAL COURSE FOR NURSES.

To provide probational nurses with a course in theoretical work before they enter upon their practical training is the aim of the University of Virginia's summer course in nursing. Probationers who are taking practical hospital work along with preclinical work often come to classes completely worn out, according to the dean of the department of medicine, of the university, and to relieve this situation the theoretical course is provided as a foundation for subsequent experience in wards and operating rooms.

The nursing staffs of hospitals in small communities are expected to benefit by this course, which lasts three months, and includes instruction in anatomy, physiology, sanitation, dietetics, bacteriology, pathology, and the history and ethics of nursing.

Morning courses, giving 16 hours a week of law work, will be given in the law school of Georgetown University for students who have their entire time for study. Hitherto all law courses at Georgetown have been given in the late afternoon. The afternoon courses will be continued for students who are employed during ordinary office hours. Those who take the morning law courses will have the opportunity to take other work in the University's department of arts and sciences. Tuition for the law school has been raised from \$120 to \$140 a year.

Three colored women received doctor of philosophy degrees this year, one of them cum laude. The institutions which granted the degrees were Radcliffe College, University of Pennsylvania, and Chicago University. All three women were graduated from Dunbar High School, Washington, D. C.

BILL PROPOSES BUREAU OF CITIZENSHIP.

Chairman of Congressional Committee on Immigration Would Provide for Economic Adjustment of Aliens.

A national plan to Americanize aliens is proposed in a bill introduced in Congress by Representative Johnson, of Washington, chairman of the Immigration Committee of the House. Annual registration of all aliens is provided for, so that school officials may keep track of them, and also that the Department of Labor may collect information that will be helpful to immigration officials.

In place of the present Bureau of Naturalization, the bill creates a bureau of citizenship, and the director of this bureau will promote instruction in the English language and training in citizenship responsibilities for persons of foreign birth, especially those of 14 years and upward. Instruction in physical education, health, and sanitation will also be spread.

The director will also disseminate information regarding the institutions of the United States Government and people. Motion pictures will be among the means used to spread American ideas. An appropriation of \$300,000 is proposed for the cost of this work in addition to the sum heretofore spent by the Bureau of Naturalization.

Registration of aliens will be under the auspices of the public schools. A fee of \$2 will be paid by each adult registering, no charge being made for minors. The money so collected will be turned over to the director after the expenses of registration are paid. From these funds the director will allot to each public-school officer engaged in registration a sum of money for the compensation of teachers of alien adult classes. This amount will be equal to that provided by the State or community for that purpose. The allotment will not be in excess of the registration fees collected by the public-school officer receiving the allotment.

A 24-week school year maintained for adult alien classes is a condition required of each school receiving such allotment. Adoption of the 24-week legal school year is to be encouraged throughout the States, and also compulsory attendance laws for children between 7 and 14.

A special appropriation of \$100,000 would be authorized for individual aid to members of the foreign-born population, to help them avoid embarrassments due to ignorance of American laws, customs, and life, and to combat false doctrines of government. Newly arrived immigrants will be met by interpreters and other aids who will assist them with advice and information, and acquaint them with the desire of this Government for their individual happiness and well-being, and point out opportunities for learning the language, customs, and institutions of this country.

SCHOOL LIFE

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Editor, JAMES C. BOYKIN.

Assistant, SARA L. DORAN.

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SEPTEMBER, 1921.

EDUCATION PROLONGS THE LIVES OF WOMEN.

College women live longer than other women, according to a study by Myra M. Hulst, of the American Red Cross, published in the Quarterly Publication of the American Statistical Association. Among 15,561 graduates of three woman's colleges, the death rate between the ages of 20 and 64 years is only 3.24 per 1,000. For college women between 25 and 34 years, the death rate was 2.77 per 1,000, while for women in the general population, it was more than twice as high, namely, 6.10 per 1,000.

Such favorable figures for college graduates are not surprising when it is considered that as a rule only the physically fit continue through the four years to graduation. Physical and medical examinations given to all students bring to light remediable defects and lead to improvement. Favorable living conditions such as college women are likely to encounter, prescribed physical exercise, and general physical education add to the high level of health.

College women as a rule come from high-class homes, where the environment gives them a good start in life. Judging by the names of the women considered in this study, the majority of them are from American stock. Such women, of good financial condition, well fed and clothed, and with opportunity for leisure are likely to have better health than the average woman, whose living conditions are less favorable.

Professional occupations, such as college women usually engage in, have fewer risks than the industrial and other occupations of noncollege women. It was found that 58 per cent of the college graduates had been engaged in teaching.

In this connection, a study was made of the death rate of women teachers in New York City as reported by the city pension commission. For ages between 25 and 34, the death rate was 2.98, almost as low as

that of the college women for the same ages. The death rates for teachers were found to be the lowest existing in the New York City service.

Clearly education and professional life have a good effect on women's health.

AN EFFECTIVE INCENTIVE FOR IMPROVEMENT.

Standardization is improving rural schools in many parts of the country. Consolidation of one-teacher schools is doing much toward the betterment of conditions, but there are still 194,500 one-teacher schools, and many of them will have to be continued for a long time before consolidation can be brought about. In some localities the one-teacher school will always be the only form possible.

To improve the one, two, and three teacher schools, 29 States are establishing a system of standardization, under which certain minimum requirements must be met by every school which aspires to be standardized. Laws specifically authorizing standardization have been passed in 13 States, namely, Delaware, Iowa, Kansas, Maine, Minnesota, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia, Wisconsin, and Wyoming. In 16 other States standardization is not mentioned in the laws, but the plan is pursued as a policy of the State department of education. These States are: Arkansas, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Maryland, Michigan, Missouri, Nebraska, New Jersey, Oregon, Pennsylvania, Tennessee, and Washington.

In most of the States which have established standardization, the minimum requirements are printed on a score card, and schools are rated according to their standing under the various headings. In 12 States, numerical values are assigned to the items on the score card. Seventeen States classify their schools in two or three grades, and the schools are usually designated as "standard" or "superior," according to their rating. Many States award insignia, such as banners, tablets, and certificates, to schools which meet the requirements.

The standardization movement has resulted in an improvement of grounds and equipment. Better teachers have been secured and better salaries have been paid. Communities have been awakened educationally. Many States now give special aid to standard schools, encouraging them to measure up to the requirements. In Iowa, for each pupil who has attended a standard school at least six months in the previous year, the State pays the school \$6. One-half of this subsidy goes to the teacher as a bonus and the rest is used for local improvements.

Although the plan is succeeding in general, there are many points in which the arrangements are inadequate. Some States emphasize only grounds and buildings and omit from their score cards items pertaining to administration and organization. Some score cards are too complicated. Others are indefinite and subject to loose interpretation. Inspectors are too few, so that schools can not be checked frequently enough.

In scoring a school for efficiency, the following items should be considered: Grounds, buildings, physical and instructional equipment, qualifications, personality and salary of the teacher, matters pertaining to the organization, administration, and supervision of the school, community interests, and tangible results.

The committee on standardization should consist of a member of the local school board, and rural representatives from the State and county superintendents' offices. A State or county should not undertake standardization without first being assured of the proper machinery for effectively promoting the plan. This involves provision for the cost of additions to the office force and the field force and for traveling expenses.

DENTAL CLINICS IN PUBLIC SCHOOLS.

According to returns received in reply to a questionnaire recently sent out by the Bureau of Education, 286 cities in the United States have established dental clinics in connection with their public-school systems. These clinics receive support in 181 instances, from the city boards of education; in 33 from the city health departments; in 22 from health departments and boards of education jointly; and in 50 from the Red Cross or from private donations.

Massachusetts outranks all other States with respect to number of cities maintaining such clinics, laying claim to 34 of the total of 286; then comes New York State with 23; New Jersey, 21; Illinois, 17; Michigan, Ohio, and Wisconsin, 16 each; Indiana and Pennsylvania, 14 each; California, 11; Rhode Island, 8; and the remaining States from 2 to 7 each.

ADULT EDUCATION BENEFITS THE NATION.

Adult education will be the saving of democracy in Great Britain and the United States, according to Viscount Haldane. Lack of education, he says, is the barrier that separates the working classes from the capitalistic class. Elementary education for children is not enough, for he found that many Army recruits who had received elementary education had forgotten what they had learned and had to be educated over again.

CONFERENCE URGES EDUCATION FOR CITIZENSHIP.

Resolutions Adopted by Federal and Interstate Conference on Education, Called by Commissioner of Education.

Resolved, by the Federal and Interstate Conference on Education, in session at Des Moines, Iowa, June 30 to July 2, 1921:

That we believe that education for citizenship can be made one of the most important and effective factors in the solution of the problem before the American people for years to come; that in the development of this phase of education English should be the basic language of instruction; that American citizenship should be required of the teaching body in our common schools and all other educational institutions; that the American flag should be displayed in every schoolhouse in the land; that instruction in United States history and civics should be required in all grade schools and at least one year of citizenship work in the high schools be required for graduation; that instruction in the Constitution of the United States should be required in every public, private, and parochial school not later than the seventh grade and from that through the high school, with special emphasis on the spirit of the Constitution; that the States be authorized to establish night schools for instruction in citizenship in any community where there are a sufficient number of adult illiterates or those who are not Americanized that all educational instructors be required to take an oath of allegiance to the United States.

That, as the majority of our children receive only the education given by the rural and common schools of this country, be it

Resolved, That greater emphasis be given to our rural schools and that each pupil in the rural schools be allotted an amount per capita equal to the amount allotted per capita for any pupil in any other school or higher educational institution, and that the term of the rural school be at least eight months: Be it further

Resolved, That the salary of county superintendents be raised to an amount in keeping with the value of their work: Be it further

Resolved, That teachers should have four years of preparation in an approved or accredited high school; that high-school teachers should have four years' college or normal training, as soon as the supply of teachers will permit such a standard: Be it further

Resolved, That this conference favor general health instruction in the home and in the school, including the teaching of the evil effects of habit-forming drugs: Be it further

Resolved, That this conference indorse the thrift campaign and urge its importance in

developing in children a sense of the value of health, time, and money: Be it further

Resolved, That the thanks of the members of the conference be extended to the people of Iowa and to the people of Des Moines for their courtesy and hospitality in entertaining the conference, to the governor of Iowa, the State superintendent of education, the State educational associations, the local chamber of commerce, the American Legion, the parent-teacher association, the local hotels, the newspapers, and the citizens who have performed special service that has contributed to the success of the conference, and that the well wishes of this conference be extended to the Hon. John J. Tigert upon his assumption of the arduous duties of United States Commissioner of Education; and that we thank him and his assistants for their untiring efforts in making this conference a success.

(Signed) (Mrs.) Ida M. Walker, member, Kansas State Educational Code Commission; J. A. Jackson, member, Minnesota Senate Committee on Education; E. E. Johnston, Iowa City; (Mrs.) C. N. McIlvaine, member, School Board, Huron, S. D.; (Miss) Mary L. Martin, representative Daughters of the American Revolution; Fred L. Shaw, State Superintendent of Public Instruction for South Dakota; P. E. McClenahan, State Superintendent of Public Instruction of Iowa; (Mrs.) L. O. Middleton, representative National W. C. T. U.; (Miss) Lorraine Elizabeth Wooster, State Superintendent of Public Instruction for Kansas, Chairman, Resolutions Committee.

Twenty-five men skilled in trades and technical occupations have been awarded scholarships worth \$1,000 each by the State of New York. They will spend a year at the State normal school at Buffalo, preparing to teach their trades in the public schools. Five years' successful experience was required of the men selected. Among the occupations represented are: Automobile repairing, carpentry, architectural drafting, sheet metal work, and printing.

Princeton undergraduates have conducted a camp at Bay Head, N. J., for poor boys from congested districts in New York and Philadelphia. Nearly 400 boys have had the benefit of a two weeks' outing at the camp, supervised by volunteer student counselors. About 60 undergraduates have given their services at different times throughout the summer.

DES MOINES CITIZENS' CONFERENCE WAS SUCCESSFUL.

The Federal and Interstate Citizens Conference on Education held at Des Moines, Iowa, June 30 and July 1 and 2, under the auspices of the Bureau of Education, in cooperation with the governor, the State superintendent of public instruction, the State Board of Education of Iowa, and the Chamber of Commerce of Des Moines, proved to be one of the best of all the meetings of this kind in which the Federal Bureau of Education has ever taken part. The Nestor of American education, Dr. A. E. Winslip, declares that the Des Moines Conference was the best meeting of its kind he has ever attended.

The governors of Iowa, Nebraska, Kansas, Missouri, Illinois, Wisconsin, Minnesota, and the Dakotas had appointed representative men and women from every walk of life as delegates to this meeting. Many representatives of each of these States were present.

The climax of the conference was reached Friday night July 2, when Gov. Henry J. Allen, of Kansas, reviewed the results of the industrial court established under his administration. He showed how this plan for settling strikes has revolutionized traditions and changed conclusions among the people of his State on this great question.

Those who spoke and those who listened in this conference went away determined to be doers of the work in a righteous cause, the cause of education, believing that education is still the chief defense of nations.—*J. L. McBrien.*

TUSKEGEE INSTITUTE FEATURES HOME MAKING.

As a part of the Founder's Day celebration, members of the senior class of Tuskegee Institute gave a series of demonstrations centering on "The Home." One student had as his subject Repairs in the Home, and, in the presence of a large audience, put in a pane of glass, rehung a gate, nailed a picket on a fence, nailed down a new threshold, made a window screen, and put on a door knob.

How the modern home maker may take the drudgery out of laundering by using some of the more common labor-saving devices was the subject of one talk; another showed how the sick should be treated in the home, and how the mother can relieve children's cuts and bruises. Another student showed how women in the home can save money through using their old clothes, and still provide attractive garments. The last demonstration was by a Negro boy from British Guiana, who is studying agriculture in Tuskegee. He demonstrated how a profitable home garden can be made.

CULTURE VERSUS TECHNICS FOR ENGINEERS.

Discussions of Society for Promotion of Engineering Education — Laboratory Work Said to be Overdone.

By WALTON C. JOHN.

"Liberal culture and discipline as compared with technical training as means of developing not only engineers but men capable of holding positions of authority in public life" was the central point for consideration at the first day's sessions of the Society for the Promotion of Engineering Education. The annual meeting was held at the Sheffield Technical School, Yale University, New Haven, Conn., from June 29 to July 1.

Modern Engineer not Mere Technician.

It was held that the engineer is to-day a master of industry and the logical leader in solving complicated problems which arise. The engineer of to-day is not a mere technician but one who must fully appreciate and understand and be able to control the many economic factors which are involved in engineering enterprises.

With this question in mind the engineering schools find themselves in a dilemma. On one hand the unusual demands of industry and science make it necessary that the engineering curricula should be overcrowded with specialized technical subjects; on the other hand the necessity for more general culture and greater business knowledge, make it desirable that the humanities and economics and business studies be given more emphasis. How then can the engineering curricula be adjusted to the needs of the day?

President Hadley, of Yale, making his last appearance as president, felt that a great saving of time might be made by the reduction of laboratory work. In his opinion the laboratory work is a sort of kindergarten and pseudoscientific method which has been driven to death. One-half of the laboratory work could be crowded out of our colleges, and books substituted instead. Reduce laboratory experiments to typical and fundamental cases without unnecessary repetitions; this would suffice. Considerable saving financially could be made to the colleges at the same time. The fact is, a great many of our students do not know how to use books.

Engineering Education United in Policies.

Dean F. L. Bishop, secretary of the society, pointed out the fact that notwithstanding the criticisms made, engineering education is free from weaknesses which characterize other forms of professional education; that no other type of professional

education is more united in its policies nor more uniform in maintaining the highest standards.

In his closing address the president of the society, Dr. Mortimer E. Cooley, dean of the school of engineering of the University of Michigan, emphasized the homely ideals of education. His discussion was not technical. He appealed to the simplicity of our early days, when moral virtues were more strongly emphasized and home life was given more prominence. "I like to think of culture as springing from the heart, as the flower of the plant grown in the home and school and matured in an atmosphere of refinement, its roots being the homely virtues such as were possessed by our old fashioned folk."

Dean Cooley was succeeded as president of the society by Charles F. Scott, head of the electrical engineering department of Yale University.

"MOONLIGHT SCHOOLS" INCREASE PATRONS' INTEREST.

To interest parents and other citizens in the work of the schools, four Connecticut towns have been holding a series of "moonlight sessions," in which the teacher and pupils give evening demonstrations of classroom work. At one meeting, they went through the first hour's work of a regular school day, including opening exercises, health inspection, and reading.

Every meeting has a large attendance; at one rural-school session, every family in the district was represented. Results are showing already. Citizens are beginning to take more interest and pride in the schools, and to discuss school problems at home with their families. Many persons are awakening to the necessity for engaging trained teachers, and some taxpayers, who thought the teachers were well enough paid or even overpaid, are beginning to change their minds.

Opportunity to observe the health inspection in the schools has invited public attention to the activities of the school nurse, and has gained better support for her work. Altogether, the school authorities are coming to believe that publicity pays.

Scientific research will be encouraged by the honorary scientific society, Sigma Xi, which has established two fellowships, paying a maximum of \$1,800 each for the academic year. The funds for these fellowships have been contributed by the voluntary offerings of members of Sigma Xi, scattered throughout the country, many of whom have agreed to contribute \$2 a year for the purpose of encouraging graduate students to engage in scientific investigation. The fellowships are intended for those who have already received a doctor's degree.

CLASSICAL STUDIES IN SEC- ONDARY SCHOOLS.

Exhaustive Survey Planned by American Classical League—Ample Funds Provided by General Education Board.

A three-year survey of secondary school methods of teaching Latin and Greek was planned by the American Classical League at its second annual meeting, July 6th and 7th, at Philadelphia. Dean Andrew F. West, of Princeton University, president of the league, announced that the general education board had appropriated \$60,000 for this investigation, which is expected to result in the preparation of a progressive constructive plan for the teaching of the classics.

The survey will consider the effect of administrative policies on secondary school study of the classics, the better training of classical teachers, the relation of Latin to other secondary school studies, and other phases of the question. Dean West, in his annual report, recommended self-criticism, frank and searching, as a necessary condition for improvement and for progress based on improvement.

Eight regional committees will assist the general advisory committee in getting necessary information from all parts of the country. Expert investigators will be appointed, as well as advisers in other subjects such as English, modern languages, and history.

Vice President Calvin Coolidge addressed the league on "The classics for America." The Vice President said that the league desired to bring about the endurance of that modern culture which has been the result of a familiarity with the classics. "We do not wish to be Greek," he declared; "we do not wish to be Roman. We have a great desire to be supremely American. We can accomplish this by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. In our efforts to minister to man's material welfare," he said, "we must not forget to minister to his spiritual welfare. It is not enough to teach men science; the great thing is to teach them how to use science."

Experimental tests of Latin teaching in connection with results in English were reported on by Mason D. Gray, East High School, Rochester, N. Y., and W. L. Carr, formerly of the University of Chicago High School, now of Oberlin College. These educators have been elected to carry on special investigation as part of the new survey.

The six-year secondary school course in its bearing on Latin and Greek was discussed by Gonzalez Lodge, teachers' college, Columbia University.

DES MOINES MEETING OF THE N. E. A.

New Plan of Organization Gives New Aspect to Meetings—A Success Notwithstanding Intense Heat.

By KATHERINE M. COOK.

The Des Moines meeting of the National Education Association had the aspect of a business rather than an inspirational meeting of the kind that experience has led us to expect. This change of aspect was the most striking characteristic of the first meeting under the new régime. An arrangement reminiscent of a political convention, with placards labeled with the name of each of the States, designated the places reserved for their respective delegates. All such seats were reserved for delegates at each meeting during the hours allotted for business. Nondelegates literally took the back seats. Owing to the unfortunate fact that the acoustics of the hall were poor to the verge of impossibility, it was difficult to follow the proceedings closely. Chairman Hunter had the crowd with him, however, and, when in doubt, they followed his leadership.

Judged by the casual observer, the attendance was smaller than at Salt Lake. Official registration, however, indicated that a larger number were present.

Faithfulness Under Difficulties.

The heat was intense and listening a task, because of the difficulty of hearing, yet the members and delegates were more than usually faithful in attendance and attentive to the addresses. There was a general aspect of strict attention to the business in hand, which demanded constant attendance at meetings and resulted in giving the meetings less of the holiday appearance than usual.

General programs centered around discussion of the association's program for education in the United States, and the place which State and city systems, colleges, and normal schools have in its materialization. A number of prominent speakers who were scheduled for addresses failed to appear. The representative system resulted in the absence of many prominent educators who happened not to be elected as delegates to the convention. Sectional programs, like those of the general meetings, drew large and attentive audiences. There is a strong sentiment for a more definite opportunity for discussion at future meetings, both summer and winter.

Discuss Matters of Common Concern.

The State superintendents, disappointed in arrangements announced for their meet-

ing on Saturday preceding the opening of the general sessions, added a luncheon to the usual dinner which annually takes the place of a formal meeting. Matters of special concern to State departments of education were discussed at both of these gatherings.

The superintendents extended a welcome to Dr. Tigert, Commissioner of Education, and assured him of their cordial cooperation and support. For the first time the Bureau of Education established headquarters in the parlors of the Chamberlain Hotel. Many States, particularly Western States, kept open house on the third floor of the Fort Des Moines Hotel during the week.

AMERICAN DELEGATES TO PAN-PACIFIC CONFERENCE.

Official delegates from the United States to the Pan-Pacific Educational Conference held in Honolulu, August 11-21, sailed from San Francisco for that city August 3d. They are: Frank F. Bunker, until recently of the Bureau of Education; Julia Wade Abbot, specialist in kindergarten education, Bureau of Education; Edward O. Sisson, president State University of Montana; Thomas E. Finegan, State superintendent of public instruction, Pennsylvania; David Starr Jordan, chancellor emeritus, Leland Stanford Junior University, California; Frederic L. Burk, president State normal school, San Francisco, Calif.; Frank B. Cooper, superintendent of schools, Seattle, Wash.

Official delegates from 25 or more countries that border upon the Pacific conferred upon the educational problems that are of common interest to all.

The initial step in calling this conference was taken at the request of the Pan-Pacific Union by Dr. P. P. Claxton, then United States Commissioner of Education. The Secretary of the Interior gave his approval and cooperation and at his request the State Department issued the formal invitations. These were sent to individual educators and to universities and other educational institutions.

Schools in the District of Columbia will receive 34 per cent of the total amount of money to be spent for city government in the fiscal year ending June 30, 1922. This amount, \$8,002,440, is exceptionally high. For a number of years the average amount spent on the schools has been about 27 per cent of the entire budget.

Japanese customs and ideas, as well as the language, are taught in a class of the summer school at Columbia University by a Japanese woman. This is the second session of this class.

AMERICANS BUILD SCHOOL-HOUSES FOR SERBIANS.

Forty Houses Required Immediately and Junior American Red Cross Will Complete Twenty.

An appropriation of \$10,000 is announced by the Junior American Red Cross to be administered by the Serbian Child Welfare Association of America in the rebuilding and equipping of district schoolhouses in Serbia.

When the Serbian Child Welfare Association began its work of rescuing the 50,000 Serb war orphans, the war orphans were placed in such homes as could be found for them with the requirement that at stated periods their guardians should send them to designated centers to receive medical and dental inspection. It was also stipulated that the children must attend school. But invading armies had wrecked practically all of the district schoolhouses. It was necessary, therefore, to reconstruct and equip the schools, and Serbian officials agreed to pay three-fourths of the cost, the Welfare Association to obtain the remainder from American contributors. Thus came the appeal to the Junior American Red Cross, which promptly responded with this sum, sufficient to guarantee completion of 20 of the imperatively necessary 40 schoolhouses.

It is believed that various junior auxiliaries will "adopt" these 20 schools, and possibly the entire 40 that comprise those being reconstructed, by subscribing \$500 to the building fund for each. The addresses of the Serbian schools, photographs taken before and after reconstruction, and reports of the progress being made will be supplied to the American schools participating in this educational relief work.

STATE BOARD OFFERS CLASSROOM INSTRUCTION.

Classroom as well as correspondence instruction is given by the division of university extension, Massachusetts State Department of Education, in cooperation with the colleges in the Connecticut Valley. These courses have been given in the afternoon and evening, but if there is enough demand, they may be given also in the daytime. A small fee for instruction will be collected.

One hundred courses are offered, including European history, Latin, music, philosophy, mathematics, agricultural economics, and others. Popular lectures and lecture courses have been arranged on many of these subjects, to be given in the Connecticut Valley by professors in the cooperating colleges.

ERADICATION OF ILLITERACY.*(Continued from page 2.)*

song a lesson in English and in good Americanism. In their drilling the men learn the commands in what is called "The cadence system of close-order drill." In this way verbal, motor, and auditory appeals are coordinated. It was my privilege last summer to tour the country with one of the detachments of soldiers who were trained in this way, one of the famous "Americans-All" detachments, that was sent out under the auspices of the Radcliffe Chautauqua. Each one of these men is taught a trade and when they leave the Army, as it is contemplated many of them will do, they go out useful American citizens. The effort is made to send them back to their communities as missionaries for education and citizenship.

Early Census Reports Are Gratifying.

What of the future? We have been unable to get the complete reports of the 1920 census, but the early reports are gratifying. In every direction illiteracy is being slowly but surely diminished. We might offer a few comparative figures.

In Alabama the illiteracy in 1890 was 34.1 per cent; in 1900, 34.0; in 1910, 22.9; in 1920, 16.1. In Arkansas, the illiteracy in 1890 was 26.6; in 1900, 24.4; in 1910, 12.6; and in 1920, 9.4. In Delaware, the illiteracy in 1890 was 14.3; in 1900, 12.0; in 1910, 8.1; and in 1920, 5.9. In the District of Columbia, the illiteracy in 1890 was 13.2; in 1900, 8.6; in 1910, 4.9; in 1920, 2.8.

The tendency might be summarized as follows: On the whole, negro illiteracy is being reduced more rapidly than white illiteracy. Urban illiteracy in the past has decreased more rapidly than rural illiteracy, but due to the influx of foreign elements into the cities it is likely that in the present time or the near future the greatest problem will be in the cities. The only class among whom there has been a tendency to increase in illiteracy in recent years is among the foreign-born whites. And this has been only in certain localities. With the passage of the Dillingham bill limiting foreign immigration we can expect improvement in the near future in this class.

Literacy a Criterion of National Strength.

Buckle, in his *History of Civilization*, declares that the progress of civilization in the various nationalities depends largely upon the production of certain types of food or something to that effect. We believe that no single criterion of national strength can be found which is stronger than the degree of literacy. Of course, manufactures enter into the greatness of a people, their number, their material resources, their social and moral conditions, and other things unnecessary to mention. All other things being equal, it seems that we can make out a rank-

ing of modern nations so far as their national strength is concerned dependent upon the degree of literacy.

Illiterate Nations Are Hopelessly Weak.

No nation in which there is a large amount of illiteracy, unless we consider that the United States belongs in this class, ranks as a great power in the world to-day. There is no nation where there is a low degree of illiteracy and which is of any considerable size which does not have great influence among the nations. The comparative weakness of the South American Governments is largely due to the appalling illiteracy that exists there, ranging from 92.7 per cent in Guatemala to 39.8 in Uruguay. The nations of Europe can be classified very largely on a basis of literacy. The German Empire, 0.05. Germany was undoubtedly the most powerful nation engaged in the World War, considering her resources and man power. Among the German States Prussia was undoubtedly the dominant force. There illiteracy had been reduced to 0.02 per cent. Russia, with her vast man power and resources, collapsed in the war. Illiteracy in Russia was 69 per cent. Spain once was the dominant power of the earth. To-day she is hopelessly weak with an illiteracy of 58.7 per cent. The United Kingdom maintains her leadership in European and world affairs largely because of the fact that she can boast of 1.8 per cent of illiteracy. France, at the time of the Franco-Prussian War, had an illiteracy of about 40 per cent. She fell easily before Prussia. France demonstrated that illiteracy could be eradicated or reduced to a low minimum. When the recent war broke out she had reduced it to 4 per cent in the French arm. Perhaps that accounts largely for the changed nation which Germany found France to be in the recent conflict. Three little countries, with tiny populations, remain strong to-day amidst the turmoil of European nations—Denmark, 0.2 per cent; Sweden, 0.2 per cent; Switzerland, 0.3 per cent.

The Best Men of the Times.

I have no time to dwell upon the arguments which have been made so often to establish the fact that the economic, political, and industrial welfare of the nation after all depends upon the intelligence and the education of its citizenship. This being the case we can look upon the eradication of illiteracy which now seems to be assured as the best omen of the times for the nations of the world.

A department of theoretical music will be opened this term in Bryn Mawr College. This department will consist of elective courses in elementary and advanced harmony, and theory and history of music.

WORLD ASSOCIATION FOR ADULT EDUCATION.**Close Relations with Ministries of Education—First President of Czechoslovakia at Head of Organization.**

Of the many organizations that have resulted as a direct consequence of the World War and the necessitated educational reconstruction that must follow, the World Association for Adult Education is of special promise.

There is so much of elementary and secondary education that does not function in life that the average adult, in order not to become a misfit and a burden to society, would like to continue his education under the vitalizing process of supervised practice. He would like to improve his culture, efficiency, and moral worth while performing the daily tasks of making a living.

To meet this need of wisely directed adult education, the World Association for Adult Education was founded March, 1919, with Prof. T. G. Masaryk, first president of the Czecho-Slovak Republic, as president. There are branch organizations in many countries with close relations with the several ministries of education. The published literature contains several bulletins and the annual report can be obtained through the president, Prof. Masaryk, Prague, Czechoslovakia.

The World Association for Adult Education has scarcely passed the first stage of organization, but promises well for the future betterment of adult education. It ought to stimulate adult education in all countries and will tend in time to produce more sympathetic international relations, which is a desirable thing in the advancement of education.—G. W. A. Luckey.

YALE EXAMINATION PLAN IS MODIFIED.

Candidates for admission to Yale University will be examined hereafter on the basis of their senior class work in the accredited schools from which they came. No lowering of standards is contemplated, but it is expected to make the transmission easier from the public schools to the university.

Upon recommendation of his principal, a candidate whose school record shows that he has successfully completed a four-year course in an accredited school covering the required subjects may gain admission to college by passing examinations in English and three of the following: Latin, mathematics, modern language, and science, all of regular senior high-school grade.

DENTAL HYGIENE IN THE SCHOOLS OF BRIDGEPORT, CONN.

By BERTHA Y. HEBB.

Dental hygiene, or "preventive dentistry" as it is sometimes called, was introduced into the public schools of Bridgeport, Conn., in 1913, through the untiring endeavors of Dr. Alfred C. Fones. Dr. Fones, as no one can doubt who has read his recent reports, is a believer in the theory that nearly all tooth trouble begins from the surface of the teeth, and that by proper care of the mouth this trouble can be greatly reduced. And he not only believed in this theory, but he practiced it—early insisting upon it in his private practice. Later, after setting forth its great need, he began urging the city authorities of Bridgeport to introduce it into their public schools. At first, Dr. Fones was heard indifferently. Nothing daunted, however, he repeated the urgency of the case and repeated it again, emphasizing the small financial outlay that would be necessary for its installation.

Necessary Equipment is Inexpensive.

The equipment, as he calculated, would cost only about \$200 for each operator, and each operator could care for about 800 children; and the equipment such as he had in view, being small and portable, would require no extra space for its accommodation.

After renewed appeals upon the part of Dr. Fones, the city authorities in the fall of 1913 appropriated \$5,000 to the health department in order to test the plan.

The first step was toward the training of dental hygienists, and the establishment of a school for the purpose. To this end Dr. Fones gave much of his time, securing as well the services of competent doctors and dentists who came to Bridgeport to lecture at stated intervals. When necessary, he gave largely of his own means.

In one year's time, September, 1914, the first dental hygienists were ready for work. This corps consisted of eight dental hygienists and two supervisors, with Dr. Fones as director.

Mouths Examined, Treated, and Charted.

Dr. Fones proceeded as follows:

First, the mouths of all the children of the first and second grades (for at first the work covered only those two grades) were thoroughly examined, treated, and charted for future observation.

Simple talks were given, with the use of the stereopticon, in order to arouse the interest of the children. Toothbrush drills were given. Even at this early age the children were taught to know the value of a toothbrush, to respect it—in fact, to look upon it as a sentinel standing guard over their most cherished possessions.

The interest of the parents was also aroused, through literature and other means, in order to secure their cooperation in influencing the children at the home end of the project. A limewater mouth wash so inexpensive as to be within the reach of all, was insisted upon; and an agreement was with a local firm by which toothbrushes could be secured for 5 cents each. A need of "physical exercise" for the teeth, such as could be secured from certain coarse food, was emphasized, and throughout the entire course instruction as to diet suitable for a growing child was emphasized over and over again.

Additional Hygienists are Employed.

The work under Dr. Fones proved so satisfactory that in 1915, six additional hygienists were employed. By 1917 the work had been extended to five grades and included the care of 15,000 children; the next year the children of the parochial school asked to be admitted and they were taken in.

At present the mouth health of 20,000 children is looked after; there are 26 hygienists and 3 dentists, and the city is giving over \$40,000 a year for the work.

At the end of five years the fifth grade in one school showed a reduction of 67.5 per cent of cavities from its condition five years previously; five schools, 57 per cent; two others, 50 per cent; the average being 34 per cent. The latest report shows a still greater reduction, many schools having reduced this trouble 85 per cent, with a general average of 50 per cent.

Retardation, as vouched for by one of the school officials of Bridgeport, has been largely reduced. Modern teaching methods, explains this official, may have influenced these results; but dental hygiene has been largely instrumental, for the reason that many of the previous absences from school were caused by "sick teeth," particularly in the lower grades, and the absences from this cause have been materially lessened.

The project has cost only about \$1.50 a year for each school child, and what is saved in reeducation almost replaces even this small outlay.

Bridgeport Plan is Unique.

In a recent letter Dr. Fones said:

"I know of no city that is working on just the plan that Bridgeport has adopted, as most of the cities that are giving dental care to their children have been working with repair clinics only. Rochester, N. Y., approaches most nearly to this educational and preventive work under the roofs of the

schools. I believe that the next few years will see many centers with hygienists working in the public schools. Our last step in adopting a health program in the schools making health a requisite for promotion, we believe to be the most advanced movement in this line yet inaugurated. This year we expect to send practically all of the children from the fifth grade into the sixth with no cavities in the permanent teeth, and with all physical defects of the eye, ear, nose, throat, and skin either corrected or in process of correction.

"I believe that it is only by such work in our public-school systems that we can answer the findings of the draft boards which showed such deplorable physical condition of the young men of this country."

MEETING OF HOME ECONOMICS ASSOCIATION.

To spread the study of the home is the aim of the Home Economics Association, which held its annual meeting at Swampscott, Mass., June 27 to June 30. This association has been engaged for nearly 20 years in research work in home economics and in promoting the extension of its teaching. An example of its work is the raising of \$6,000 during the past year to support for three years a teacher of home economics in the College of Constantinople.

Home economics in its various aspects was discussed, including nutrition and health, textiles, etc., and the teaching of various lines in this connection. Carnegie Nutrition Laboratory, Boston Museum of Fine Arts, Peter Bent Brigham Hospital, and Children's Hospital were among the places visited by members of the association during the meeting days.

"The American Home Essential to the Maintenance of American Ideals" was discussed by Sarah Louise Arnold, dean emerita, Simmons College. Payson Smith, Massachusetts Commissioner of Education, spoke on "The Necessity of the Extension of Home Economics Teaching." Other topics were The Place of the Nutrition Worker in the Health Program and "Home Economics Women and the Press."

Institutional management and social service were taken up, as well as extension education, and coordination of home economics instruction with home life experience.

Professors in the University of Vienna are leaving the university to accept chairs in other universities where the pay is higher and the cost of living lower. Heidelberg, Munich, Dorpat, and other universities have invited Vienna professors to join their faculties, and many have decided to go. The Austrian ministry of education is desirous of keeping these men in Vienna, but can not afford to pay salaries large enough.

MEETING OF THE AMERICAN LIBRARY ASSOCIATION.

Ideal Is to Banish Ignorance and Create a Literate, Thinking World of Universal Intelligence.

By JOHN D. WOLCOTT.

Nearly 1,900 persons registered at the Forty-third Annual Conference of the American Library Association, which was held at the New Ocean House in Swampscott, Mass., during the week beginning June 20, 1921. This attendance exceeded that for any previous association conference, and in quality of program, interest manifested, and other attendant circumstances, the meeting was a decided success.

Not Enough Attention to Culture.

After the addresses of welcome at the opening session, an address entitled "The Prophet and the Poet" was given by Prof. Dallas Lore Sharp, of Boston University, in which he criticized the modern methods of American schools as devoting too much attention to vocational subjects and too little to solid culture.

The title of President Alice S. Tyler's address, given at the second general session, was "Some Aspects of Library Progress." She made the point that librarians, in common with all who hold higher conceptions of education, are striving toward the ideal of banishing ignorance and creating a literate, thinking world of universal intelligence. One important way in which the association might promote library efficiency, in the president's belief, would be by making scientific measurements of library activities and by collecting and interpreting statistics, so that professional procedure may be based on certain knowledge instead of on conjecture. In carrying out this policy, help is sought from the Bureau of Education.

Public Libraries Foster Intelligent Citizenship.

At the third general session, the principal speaker was Hon. Horace M. Towner, Representative in Congress from Iowa, on the subject of "Libraries and the Nation." Judge Towner called attention to the dangerous amount of illiteracy now existing in the United States, and said that public libraries, like public schools, are necessary for building up an intelligent citizenship. He explained the legislation now pending in Congress to give national support to all agencies of public education, including public libraries. Reaffirming its action at a previous conference in regard to the Smith-Towner bill, the American Library Association at this meeting adopted a resolution

indorsing the proposed legislation now known as the Sterling-Towner bill, which includes a bureau of libraries.

City Libraries Serve Country People.

The fifth session on Saturday morning was a joint meeting of the American Library Association and the League of Library Commissions. Dr. Arthur E. Bostwick, librarian of the St. Louis Public Library, read a paper on "The City's Leadership in Book Distribution," in which he showed that while library methods have first been perfected in centers of population, there is now a tendency in many respects toward mutual interpenetration of city and country, making possible the extension of various city advantages to country residents.

Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College, brought greetings from the American Country Life Association. He said that the great function of the rural library is to bring the farmer into touch with industrial and world democracy by the use of books, and secondarily to afford him means of culture and relaxation. The literature of country life offered by the rural library should be written from the farm point of view, so as to increase the farmer's love and appreciation of his environment. The rural library should aim to reach all with books; it should tie up with the Grange, with the county agricultural bureaus, and with clubs engaged in the study of citizenship and social administration. It is well also for the library to serve as a community center. "Books for everybody" is a good motto for libraries, but to this should be added "Everybody for books."

Publishers Participate in Meeting.

The subject of the sixth and final general session on Saturday evening was To-day's tendencies in book publishing and distribution. Addresses were delivered by Glenn Frank, editor of the Century magazine, on The New Temper of the Reading Public; by Alfred Harcourt, of Harcourt, Brace & Co., on Ferment and Fact; by Herbert F. Jenkins, of Little, Brown & Co., on The Nation's Fiction Appetite; and by Frederic G. Melcher, secretary of the National Association of Book Publishers, on Next Steps in Extending the Use of Books.

In addition to the general sessions, programs were presented by the numerous affiliated associations, sections, and other groups. Among these the school libraries section held three meetings, one of which was addressed by Clarence D. Kingsley, supervisor of secondary education for Massachusetts.

New Constitution Is Adopted.

The new constitution for the American Library Association, which was proposed at the Colorado Springs meeting in 1920,

"GIVE YOURSELF A FAIR START."

Cleveland Board of Education Issues Attractive Booklet to Show Advantages of High-School Training.

Elementary-school graduates in Cleveland who are doubtful as to whether they should enter high school may have their doubts settled by the illustrated book which the city board of education has distributed, called "Give Yourself a Fair Start." Parents also may change their minds as to the immediate necessity for sending their children to work when they begin to realize what a practical investment a good foundation of education is.

To remove some parents' idea that high-school education is a waste of time for the boy or girl who is soon to earn his own living, the book emphasizes the practical side of the course. Pictures show students learning the use of machines for office uses, such as computing, billing, and invoicing. Skilled mechanics in the making are pictured at work in the shops of the technical high school.

Training girls to become intelligent home makers is one of the activities illustrated, and those parents who think that further education will make their girls bookish and impractical may begin to think differently when it is brought to their attention that high-school girls learn to make their own clothes and to cook good meals.

Letters from successful Cleveland citizens give the point of view of the employer. The book ends with the reminder that even if a pupil must give up high school to go to work, he can go to a night high school.

was unanimously adopted at this conference and went into effect.

Officers for 1921-22 were elected as follows: President, Azariah S. Root, librarian of Oberlin College, Oberlin, Ohio; first vice president, Samuel H. Ranck, librarian public library, Grand Rapids, Mich.; second vice president, Claribel R. Barnett, librarian United States Department of Agriculture, Washington, D. C.; treasurer, Edward D. Tweedell, assistant librarian, John Crerar Library, Chicago, Ill.

Social-service work was done by 439 Harvard students during the past academic year, according to the report of the social service committee of the Phillips Brooks House Association. These students worked in settlement houses, the Cambridge Young Men's Christian Association, churches, educational clubs, Boy Scout organizations, the associated charities, hospitals, and other institutions.

THE CLASSICS FOR AMERICA.

(Continued from page 1.)

The present age has been marked by science and commercialism. In its primary purpose it reveals mankind undertaking to overcome their physical limitations. This is being accomplished by wonderful discoveries which have given the race dominion over new powers. The chief demand of all the world has seemed to be for new increases in these directions. There has been a great impatience with everything which did not appear to minister to this requirement.

World Dependent on Science and Commerce.

This has resulted in the establishment of technical schools and in general provisions for vocational education. There has been a theory that all learning ought to be at once translated into scientific and commercial activities. Of course, the world to-day is absolutely dependent on science and on commerce. Without them great areas would be depopulated by famine and pestilence almost in a day. With them there is a general diffusion of comfort and prosperity, not only unexcelled, but continually increasing. These advantages, these very necessities, are not only not to be denied, but acknowledged and given the highest commendation. All this is not absolute but relative. It is neither self-sufficient nor self-existing. It represents the physical side of life. It is the product of centuries of an earlier culture, a culture which was none the less real because it supposed the earth was flat, a culture which was preeminent in the development of the moral and spiritual forces of life.

The age of science and commercialism is here. There is no sound reason for wishing it otherwise. The wise desire is not to destroy it, but to use it and direct it rather than to be used and directed by it, that it may be as it should be, not the master but the servant, that the physical forces may not prevail over the moral forces, and that the rule of life may not be expediency but righteousness.

Foundation of Modern Civilization.

No question can be adequately comprehended without knowing its historical background. Modern civilization dates from Greece and Rome. The world was not new in their day. They were the inheritors of a civilization which had gone before, but what they had inherited they recast, enlarged, and intensified and made their own, so that their culture took on a distinctive form, embracing all that the past held best in the Roman world of the Caesars. That great Empire fell a prey, first to itself and then to the barbarians. After this seeming catastrophe scholarships and culture almost disappeared for nearly a thousand years, finally to emerge again in the revival of learning. This came almost entirely out of the in-

fluence of the Christian church. The revival of learning was the revival of the learning of Greece and Rome plus the teachings of revealed religion. Out of that revival has grown the culture of western Europe and America. It is important to keep foundations clearly in mind. The superstructure is entirely dependent upon them for support whatever may be its excellence. However worthy a place it may fill, it can not stand except on a sound foundation. In the revival of learning the philosophy of Greece played an important part. It was under its stimulus that the two methods of induction and deduction, experiment and reason, by which the human mind gains knowledge were firmly established. This swept away the vain imaginings of the schoolmen, gave a new freedom to thought and laid the beginnings of modern scientific research. It has brought about the modern era of learning which is reflected in every avenue of human life. It is in business. It is in education. It is in religion. No one questions its power. No one questions its desirability, but it is not all sufficient.

Culture the Product of Continuing Effort.

It is impossible for society to break with its past. It is the product of all which has gone before. We could not cut ourselves off from all influences which existed prior to the Declaration of Independence and expect any success by undertaking to ignore all that happened before that date. The development of society is a gradual accomplishment. Culture is the product of a continuing effort. The education of the race is never accomplished. It must be gone over with each individual and it must continue from the beginning to the ending of life. Society can not say it has attained culture and can therefore rest from its labors. All that it can say is that it has learned the method and process by which culture is secured and go on applying such method and process.

Education Must Follow Development of Race.

Biology teaches us that the individual goes through the various stages of evolution which has brought him to his present state of perfection. All theories of education teach us that the mind develops in the same way, rising through the various stages that have marked the ascent of mankind from the lowest savagery to the highest civilization. This principle is a compelling reason for the continuance of classics as the foundation of our educational system. It was by the use of this method that we reached our present state of development.

This does not mean that every person must be a classical scholar. It is not necessary for everyone who crosses the ocean to be an experienced mariner, nor for everyone who works on a building to be a learned architect;

but if the foreign shore is to be reached in safety, if the building is to take on a form of utility and beauty, it will be because of direction and instruction given according to established principles and ideals. The principles and ideals on which we must depend not only for a continuance of modern culture, but, I believe, for a continuance of the development of science itself come to us from the classics. All this is the reason that the sciences and the professions reach their highest development as the supplement of a classical education.

Superficial Study Not Mental Discipline.

Perhaps the chief criticism of education and its resulting effect upon the community today is superficiality. A generation ago the business man who had made a success without the advantages of a liberal education, sent his son to the university, where he took a course in Greek and Latin. On his return home, because he could not immediately take his father's place in the conduct of the business, the conclusion was drawn that his education had been a failure. In order to judge the correctness of this conclusion it would be necessary to know whether the young man had really been educated or whether he had gone through certain prescribed courses in the first place, and in the second place whether he finally developed executive ability. It can not be denied that a superficial knowledge of the classics is only a superficial knowledge. It is not to be expected that the ability to think correctly which is the characteristic of a disciplined mind can be derived from it. Without doubt a superficial study of the classics is of less value than a superficial acquaintance with some of the sciences or a superficial business course. One of the advantages of the classics as a course of training is that in modern institutions there is little chance of going through them in a superficial way. Another of their advantages is that the master of them lives in something more than the present and thinks of something more than the external problems of the hour, and after all it was the study of the classics that produced the glories of the Elizabethan age with its poets, its philosophers, its artists, its explorers, its soldiers, its statesmen, and its churchmen.

Mastery of Classics Requires Effort.

Education is primarily a means of establishing ideals. Its first great duty is the formation of character, which is the result of heredity and training. This by no means excludes the desirability of an education in the utilities, but is a statement of what education must include if it meet with any success. It is not only because the classical method has been followed in our evolution of culture, but because the study of Greek and Latin is unsurpassed as a method of discipline. Their mastery requires an effort

and an application which must be both intense and prolonged. They bring into action all the faculties of observation, understanding, and reason. To become proficient in them is to become possessed of self-control and of intelligence, which are the foundations of all character.

Greek and Latin Still Live.

We often hear Greek and Latin referred to as dead languages. There are some languages which may have entirely expired, but I do not think any such have yet been discovered. There are words and forms in all languages which are dead because no longer used. There are many such in our own language. But Greek and Latin are not dead. The Romance languages are modified Latin, and our own language is filled with words derived from Greek and Latin which have every living attribute. This is so true that to a certain extent there can be no adequate comprehension of the meaning of a large part of the language employed in every-day use, and the language of science and scholarship almost in its entirety, without a knowledge of Greek and Latin. Our literature is so filled with classical allusions that an understanding of its beauties can scarcely be secured by any other means.

The most pressing requirement of the present hour is not how we are to solve our economic problems, but, Where are we to find the sustaining influences for the realities of life? How are we to justify the existing form of government in our Republic? Where shall we resort for teachings in patriotism? On what can we rely for a continuation of that service of sacrifice which has made modern civilization possible? The progress of the present era gives no new answers to these problems. There are no examples of heroism which outrival Leonidas at Thermopylae, or Horatius at the Bridge. The literature of Greece and Rome is through and through an inspiring plea for patriotism, from the meditations of their philosophers to the orations of their statesmen and the dispatches of their soldiers.

Modern Democracy Began in Greece.

The world has recently awakened to the value and the righteousness of democracy. This ideal is not new. It has been the vision which the people of many nations have followed through centuries. Because men knew that that ideal had been partially realized in Greece and Rome, they have had faith that it would be fully realized in Europe and America. The beginnings of modern democracy were in Athens and Sparta. That form of human relationship can neither be explained nor defended except by reference to these examples and a restatement of the principles on which their government rested. Both of these nations speak to us eloquently of the progress they made so long as their citizens held to these

ideals, and they admonish us with an eloquence even more convincing of the decay and ruin which comes to any people when it falls away from these ideals. There is no surer road to destruction than prosperity without character.

There is little need to mention the debt which modern literature owes to the great examples of Greece and Rome. Even the New Testament was written in Greek. It is unthinkable that any institution founded for the purpose of teaching literature should neglect the classics. Nowhere have the niceties of thought been better expressed than in their prose. Nowhere have music and reason been more harmoniously combined than in their poetry, and nowhere is there greater eloquence than in their orations. We look to them not merely as the writers and speakers of great thoughts, but as the doers of greater deeds. There is a glory in the achievements of the Greeks under Themistocles, there is an admiration for the heroes of Salamis, there is even a pride in the successful retreat of the Ten Thousand which the humiliating days of Philip and Alexander can not take away.

Example of Liberty Under Law.

But when we turn to Rome we are overwhelmed by its greatness. When we recall the difficulties of the transportation of that day, which made the defense easy and attack difficult, her achievement, not only in conquering all that there was of the then civilized western world, but of holding it in subjection with a reign of law so absolute that the world has never known a peace so secure as that of the Pax Romana strikes us with wonder. They gave to the world the first great example of order, and a tolerable state of liberty under the law. As we study their history, there is revealed to us one of the greatest peoples, under the guidance of great leaders, exhausting themselves in their efforts that the civilized world might be unified and the stage set for the entrance of Christianity. In their conquests we see one of the most stupendous services, and in their disintegration one of the most gigantic tragedies which ever befell a great people.

We Desire to be Supremely American.

Everyone knows that the culture of Greece and Rome are gone. They could not be restored, they could not be successfully imitated. What those who advocate their continued study desire to bring about is the endurance of that modern culture which has been the result of a familiarity with the classics of these two great peoples. We do not wish to be Greek, we do not wish to be Roman. We have a great desire to be supremely American. That purpose we know we can accomplish by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. The education which made them must not be

divorced from the education which is to make us. In our efforts to minister to man's material welfare we must not forget to minister to his spiritual welfare. It is not enough to teach men science; the great thing is to teach them how to use science.

Support and Strengthen Our Beliefs.

We believe in our Republic. We believe in the principles of democracy. We believe in liberty. We believe in order under the established provisions of law. We believe in the promotion of literature and the arts. We believe in the righteous authority of organized government. We believe in patriotism. These beliefs must be supported and strengthened. They are not to be inquired of for gain and profit, though without them all gain and all profit would pass away. They will not be found in the teachings devoted exclusively to commercialism, though without them commerce would not exist. These are the higher things of life. Their teaching has come to us from the classics. If they are to be maintained they will find their support in the institutions of the liberal arts. When we are drawing away from them we are drawing away from the path of security and progress. It is not yet possible that instruction in the classics could be the portion of every American. That opportunity ought to be not diminished but increased. But while every American has not had and may not have that privilege, America has had it. Our leadership has been directed in accordance with these ideals. Our faith is in them still.

Will to Endure Results from Training.

We have seen many periods which tried the soul of our Republic. We shall see many more. There will be times when efforts will be great and profits will vanish. There have been and will be times when the people will be called upon to make great sacrifices for their country. Unless Americans shall continue to live in something more than the present, to be moved by something more than material gains, they will not be able to respond to these requirements and they will go down as other peoples have gone down before some nation possessed of a greater moral force. The will to endure is not the creation of a moment, it is the result of long training. That will has been our possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power. That power depends on our ideals. The great and unfailing source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature, and in her science, will seek to perpetuate them by perpetuating the education which has produced them.

KINDERGARTEN CONTROL OF SCHOOL ENTRANCE.

Vestibule of the Public-School System—Mental Growth of First Six Years of Life Exceeds That of Any Later Period—Opportunity to Regulate School Entrance.

By ARNOLD GESELL, *Professor of Child Hygiene, Yale University.*

The potential power of the kindergarten as part of our public-school system is greater now than it has ever been. We no longer ask, Will the kindergarten be abolished? Or absorbed? We have all come to the conclusion that there is something indestructible about the kindergarten. In spite of pressure, the kindergarten happily has resisted benevolent assimilation. It remains to this day a visible, silent protest against the mechanistic tendencies and institutionalization of primary education.

What is the place of the kindergarten? How can it be adjusted to the first grade? In my opinion there is but one decisive solution of this problem, and that is not so much through accommodation and readjustment as through courageous leadership. The best defense is often an aggressive advance. The kindergarten may become the rallying ground for a forward movement in education; if it will assert in new and unmistakable terms the sacred right of young children to physical and mental health.

The kindergarten is in a peculiarly favorable position to make such a new contribution to public education and to child hygiene. It is not subject to curriculum domination; it is not embarrassed by the limitations of academic requirements; it is architecturally freer, being unbound by the stationary rigidity of conventional school

furniture; and its best traditions place a premium upon that liberty and happiness, which the Greeks at least knew were inseparable from health. Moreover the kindergarten is strategically situated in the educational scheme. It is the very vestibule of our public-school system. Its outer door opens into the homes of the people, and its inner door opens into the elementary school. In conjunction with the first grade it constitutes a kind of Ellis Island, an immigration station through which each year some 3,000,000 domestic, juvenile emigrants pass.

Virtual Premium on Failure.

No feature of public-school administration is apparently under less control than that of school entrance. The excessive repetition in Grade I (one-fourth of our first graders are not promoted) is itself a sad commentary. We virtually place a premium upon failure by insisting so speedily on academic standards of promotion. And as for medical inspection, ordinarily no preference is given to the primary grades; often they are even slighted; and it is a very exceptional school which insists on a thoroughgoing physical examination of the school beginner. In other words, we annually recruit 3,000,000 of school children into our great educational camp without meeting the hygienic responsibilities and opportunities involved.

And what is the relation of the kindergarten to this great responsibility, and still greater opportunity? The kindergarten derives much of its power from the fact that it lies within the borders of the preschool epoch, which all things considered, is the most important period in the whole span of development. These years determine the character much as the foundation and the frame determine the structure. The very laws of growth make these the most formative of all years.

In a certain sense the amount of mental growth which takes place in the first sexennium of life far exceeds anything which the child achieves in any subsequent



period. Indeed it may be doubted whether all of his scholastic strides taken together bulk for as much as his brilliant advance from the stage of protoplasmic vegetation at birth to the mastery of physical and personal relations, language, art, and science which he has attained when he first slings his school bag over his shoulder. This tremendous velocity of mental development parallels the equal velocity of physical growth during these early years.

The years of preschool childhood are forgotten, but they do not ever completely depart; they are registered in the submerged portions of the mental life which they helped to create, and there they continue to dispose and to predispose the latter-day individual. These considerations are broad and general, but they all point to the unique educational potency of the preschool period.

School Entrance Conditioned on Health.

The problems of preschool hygiene and of school entrance are inseparable and both are in turn inseparable from the kindergarten. The whole matter of school entrance is in last analysis one of hygiene. It should be conditioned primarily by standards of health and development; and should be regulated by a policy of medical oversight and educational observations.

The social and constructive activities of the kindergarten give fine scope for this very observation which is needed if we are to regulate school entrance. Through them we can discover the superior, the balanced, the inadequate, the unstable, the infantile, the speech defective, and all the exceptional children who need a specialized educational hygiene and a readjustment of procedure as to school entrance. Such a policy of intelligent observation of the children is not





incompatible with the program of the progressive kindergarten of to-day. It simply gives to these programs a double trend, one which is educative and another which is interpretive. Such a policy will inevitably lead to a hygienic rationalization of school entrance. The kindergarten will become the recruiting station and the development battalion of our vast school army.

COLLEGE GIRLS STUDY FAMILY PROBLEMS.

Needy families are visited by Kansas State Agricultural College girls as "laboratory work" in their course in social service. This field work is done in cooperation with the Red Cross home-service agent, who, after consultation with the class teacher, assigns the girls to certain cases. The students make the calls, and then write a report, which is filed in the office of the Red Cross.

Class recitations take up the principles of social case work and the application of these principles to the problems of families in need of special care, such cases as the widowed family, the deserted family, the homeless child, and others. Cases of each type are investigated.

Causes of the family problems with which social workers have to deal and the methods of preventing these conditions and of maintaining sound family life are the subjects of a special course in the modern family.

To prepare the future social-service workers for the necessary routine connected with case investigations and aid, the Red Cross gives them some experience in office work.

EXPERIMENTAL CLASS IN NUTRITION.

To demonstrate how the condition of undernourished children can be improved, 40 children in a Newark, N. J., school have been chosen as an experimental class in nutrition. The children are divided into two groups, according to physical defects, and each group has a meeting with the parents and teachers once a week after school. The children are weighed at alternate meetings, and there is discussion of the rate at which they gain, and reasons for difference in various cases.

Health principles are spread through the community by these meetings. Many of the parents are willing to improve the children's diet when the demonstrations make them realize what is wrong. In a preliminary survey of the families of children selected as in most need of nourishment it was found that in every one of the 40 cases the child came to school after a breakfast consisting of coffee and roll, coffee and sweet cake, or simply coffee.

Milk and graham crackers are served to the children at recess, and between school assistance and improvement that the mothers are making in the home diet most of the children have gained steadily since the class was begun.

Instructors and food for the class are provided by the extension service of the New Jersey State College and the New Jersey Tuberculosis League. Once a month a demonstration in cooking is given for the mothers by the State extension service. Medical inspectors, nurses, principals, and teachers have cooperated in the work and it is hoped to extend the movement throughout the school system.

MEDICAL STUDENTS PREFER CLINICAL BRANCHES.

Preference of medical students to devote their efforts to the clinical rather than the laboratory branches of medicine constitutes a real menace to the profession, according to the annual report recently issued by David I. Edsall, dean of the school of medicine of Harvard University. In an effort to interest more men in medical research the faculty of the medical school have recently decided to offer the degree of doctor of medical sciences.

The report urges that college instructors point out to students the possibilities of service to science which are to be found in the field of medicine.

"To lead many such men to look upon the scientific branches as a grateful career," says Dr. Edsall, "will demand more intimate and sympathetic understanding between the medical and the college faculties of the universities."

VALUABLE PRIZES FOR SCHOOL CHILDREN.

National Automobile Chamber of Commerce Offers 500 Rewards for Best Essays on Safety.

Prompted by the accidental killing of 25,000 children every year on the streets of American cities, the National Automobile Chamber of Commerce offers to the grammar-school children of the United States 500 prizes for the best essays on safety. The contest is under the direction of the Highway and Highway Transport Education Committee, Willard Building, Washington, D. C., which is composed of men from United States Government departments and other associations interested in motor transport and highways. The Commissioner of Education is chairman of the committee.

A trip to Washington and a gold watch will be the reward for first place. The second national prize will be a gold loving cup, and the third national prize a silver loving cup.

Prizes are to be awarded in each of the States and Territories, including the District of Columbia, Canal Zone, Alaska, Hawaii, Philippines, and Porto Rico, as follows: First prize, gold medal and \$15 in cash; second prize, silver medal and \$10 in cash; third prizes, bronze medal and \$5 in cash. There will be a large number of prizes of the third class in many States, in addition to the prizes named above. These additional prizes will be prorated among the different States in proportion to the number of children enrolled in the grammar grades.

Children who plan to enter this contest are asked to keep their eyes open during the summer, and see what they can learn about the subject of the essay, which will be How I Can Make Road Travel More Safe. A high percentage of automobile accidents happen to children under 15 years of age. The number of accidents can be decreased if children will be careful to cross at corners and if cities and towns will provide playgrounds and blocked-off streets.

These essays are not to be handed in until late in the fall. Children can get further information from their teachers.

One thousand dollars in cash prizes for grammar-school teachers is also offered, for the outline of the best classroom lesson which will instruct children how to avoid accidents when on the streets. The first prize is \$500 cash and a trip to Washington, the second prize is \$300 cash, and the third prize is \$200 cash.

Plymouth, Conn., gives \$50 to each teacher from the town who attends a summer school, provided her work is approved by the director.

GERMAN CONGRESS ON MORAL EDUCATION.

Purpose Was to Abolish Formal Religious Instruction—People's High Schools are Praised.

By THERESA BACH.

The first German congress of moral education, convened on March 30 in Leipzig, had a very definite aim, namely, to free the school from formal religious instruction by substituting moral lessons in its stead. Prof. Paul Barth, of Leipzig University, the promoter of the congress and its presiding officer, opened the first session with a paper entitled: "The Need for a Systematic Moral Instruction in the Public and Continuation Schools."

Professor Barth's main contention was to the effect that all denominational divergencies can be reduced to common moral principles which will not offend even the atheist. At present the only ties that bind society are based on moral ideas. Truthfulness, good-will toward all, and avoidance of violence are, for instance, moral virtues or qualities to which no one will hesitate to subscribe. The introduction of moral lessons will cause no offense to anybody and will thus meet with the approval of the general public.

Relation Between Dogma and Morality.

Somewhat similar in character were the arguments advanced by Prof. Jonas Cohn, of Freiburg. In his discussion "On Moral Education and the Belief in God" the lecturer pointed out the relation between morality and belief. Prof. Cohn finds that both ideas form an integral element of our modern culture, yet from an educational point of view they should be kept apart. Moral lessons should not be based on religious beliefs, for if the latter are shattered the individual should still find strength in moral attributes.

Another interesting report on religious and moral instruction was presented by Dr. R. Penzig from Berlin-Charlottenburg. Dr. Penzig's contention that religion, as a matter of belief, differs widely from morals, as a matter of training, led to the demand that instruction in the former subject be taken out from the school curriculum in favor of lessons in morals.

In his report on Moral Education and Community Work in the School Room, O. Erler, of Leipzig, contended that under present school conditions it is impossible to create a moral character owing to the school ratings that foster in the pupils merely selfish ambitions and interests. Systematic moral instruction, he said, may to a certain degree develop the moral sense

and the moral will, but it will not produce a moral personality.

Moral education must be derived from the common work of all members of a class with the teacher as an active participant, continued Mr. Erler. This can be accomplished only in a "labor school." Common practice is the only thing that stimulates moral activity and creates moral thoughts. In the labor school alone do teaching and practice go hand in hand. The purpose of such school is not to teach manual work, but to educate a child to become an active member of society. Not knowledge, but duty is its guiding principle. Work is the regulating agent of all its activities. Scholars experience the pains of toil, but also the pleasures derived from it. Not individual, but common efforts should be the aim of the school. Teacher and pupils become friends. The severest punishment is to be excluded from the common work. Moral instruction becomes thus part and parcel of the labor-school activities.

Demands Introduction of Moral Training.

In conclusion the congress passed the following resolutions:

The first German congress of moral education with 850 participants, held at Leipzig from March 30 till April 1, demands that the German governments introduce immediately the system of moral education and instruction according to article 148 of the German Constitution.

Irrespective of denominational bonds all pupils in the various types of school must be trained to become moral personalities according to the principles of scientific ethics. This can be accomplished by habit, by personal and social exercise of the will, and by direct instruction in the moral way of thinking. For the purpose of ethical instruction, which from the lower classes up is to be related to current events and to the various class subjects, there is to be instituted in the higher grades a special course, the aim of which will be to systematize and to summarize the subject in a more intense way.

Apart from this, the general religious culture is to be transmitted to the children by a scientific and objective presentation of the history of religion.

The congress views the neutral secular school, built up according to the pedagogical principles and devoid of denominational and other tendencies, as the only type of school that is capable of furthering the urgently imperative spiritual and social unity of the German people.

The thirteenth annual conference of the superintendents of the State of Maine was held at Castine, July 11. The program, which Superintendent Thomas had prepared, was of unusual interest. Dr. John Finley, formerly commissioner of New York; Dr. Wm. Carson Ryan, of the New York Evening Post; Miss H. Searle, of Kansas City; and Mrs. K. M. Cook, of the Bureau of Education, were among the speakers from outside the State.

LOOKING FOR HEALTH IN CHILDREN.

Pupils without Remediable Defects Receive Distinctive Buttons—Boys in Better Condition than Girls.

Systematic medical examinations are made of the pupils of the public schools of Baltimore and of other Maryland cities by the Public Athletic League as far as the funds at its disposal will allow. If the examination fails to reveal any remediable defects, the child is awarded a "health first" button, signifying that he is in good physical condition. In addition, the following letter of commendation is sent to the child's parents, complimenting them for their care and interest regarding their child's health:

DEAR ———: May we tell you how glad we are that your son ——— has nothing we can find that needs a doctor's care? We were delighted to be able to give him a "health first" button to show to you and his friends how well you have watched over his health. Usually, we have to ask the children's folks to have some troubles fixed up rather than to have a chance to praise them for keeping their child well and for seeing that he misses none of the happiness that can come only from health.

We rejoice that your boy is one of the 20 per cent that are well and happy because of your watchfulness.

We hope to give him such a button every year he is under our teaching.

Yours, sincerely,

G. L. TIMANUS, M. D.,
Medical Supervisor.
EDWARD NOVAK, M. D.,
Medical Examiner.

Distinctions for Children Without Defects.

If the physician does discover one or more remediable defects, but not of a nature to exclude him from participation in athletic activities, he is awarded a green button, which certifies the physician's permission to participate in general athletic activities. The parents are notified regarding these defects and urged to have them remedied. After a brief interval the visiting nurse visits the home of the child to learn if the defect has been corrected; and if not, to help make arrangements to have this work done.

The annual report of the medical department of the league for the school year 1919-20 shows that 12,504 boys and girls were examined by the physicians of the league. Of this number, 8,510 were boys and 3,994 were girls. Twenty-four hundred and twenty-one (2,421) boys, or 28 per cent, were awarded the "white button," while only 499 girls, or 12 per cent, received a similar award.

TRADES-UNIONS MAINTAIN TUTORIAL CLASSES.

Universities Cooperate with British Workers—Pupils on Terms of Equality with Tutors.

Cultural education rather than technical is the aim of the university tutorial classes of the Workers' Educational Association, an affiliation of working class and educational bodies, which furthers education throughout Great Britain. It has nearly 300 branches and a membership of more than 20,000 working men and women. Contributions to its funds are made by 1,400 trade-unions.

The association maintains that working people have a right to something more than a technical education. It aims to arouse the interest of workers in education, to find out their needs and feelings in the matter, and to report them to boards of education, universities, local education authorities, etc. In cooperation with these other educational bodies and of its own accord, it provides facilities for studies that would otherwise have been overlooked.

All Universities Now Participate.

Workers' colleges, summer schools, popular lectures, junior classes, and other educational activities have been organized and furthered by the Workers' Educational Association, but the best-known feature of the association's work is the university tutorial class. Oxford was the first university to cooperate with the workers, but now there is not a university or a university college in England and Wales which has not established such classes for working men and women.

There is nothing of the lecture about a tutorial class. It is a discussion, and often a warm one. Not more than 30 students constitute a class, and individual opinions are easily exchanged. Unlike many university students, these do not attend with the idea of passing an examination, or of gaining credit for a degree. They come to learn. A class often formulates its own syllabus and selects its tutor, with the approval of a joint committee with the university.

Mature Men and Women Attend.

A tutorial class is said to consist of 31 students and 31 teachers. The tutor may have more theoretical knowledge of economics, for instance, than the class, but each one of the mature men and women who make up the class has some particular practical knowledge of the application of the theories in daily life and the tutor must be prepared to stand on a level with the class, and learn as well as teach.

The class period is two hours, but no good class ever keeps within the time. The students stay until the caretaker must close the building. Even then there have been

classes who continued the meeting in the street. On one occasion an economic class, to settle the point at issue, accompanied the tutor to the railroad station; and the argument not being finished, some of the students entered the train with him and went as far as they dared.

Students Must Remain Three Years.

There is no entering and withdrawing lightly in connection with these classes. Students are required to enroll for a period of three years. When it is considered that miners, quarrymen, domestic servants, shop clerks, and all classes of workers, some of them laboring 70 hours a week, are willing to give up their few leisure hours to study and their earnings to buy books, it seems that the association is succeeding in enlisting the interest of the working people.

The men and women who enter the classes are thoughtful persons, and many of them have read a great deal. Often their elementary preparation is incomplete, and they find difficulty in expressing their ideas on paper. When they realize this deficiency they usually set to work to improve their spelling, punctuation, etc.

The most popular subject is economics, including industrial history, but as the classes progress they gain interest in philosophy, literature, and many other subjects. Before the war the number of classes in philosophy and literature was increasing steadily, but the war brought the choice back to economics and history almost exclusively. Since the war, however, the range of subjects has begun to spread again. In general, mathematics and languages are not well suited to these classes, since they require a long period of school preparation. The same is true of pure and applied science, although some of the most successful classes have been held in biology. Local government and constitutional questions are popular subjects.

AMERICANS AID PERUVIAN SCHOOL ADMINISTRATION.

An American educational mission has arrived in Peru to undertake some of the work in connection with the new organic law of education. The chief of the mission, Dr. Harry Erwin Bard, went to Peru as expert consultant to the ministry of education from 1909 to 1913. He served as secretary of the reform commission on the law of education in 1910, and has recently been recalled from the United States to aid in putting into execution the new education law. He has engaged 24 American teachers to aid him in the work of the projected reforms. They are graduates of colleges and universities of the United States and have had experience in foreign countries.—*Bulletin, Pan American Union.*

MEXICANS IN CAMPAIGN AGAINST ILLITERACY.

A Thousand Volunteer Teachers Actively at Work—Campaign is Directed by National University.

Illiteracy in Mexico is decreasing slowly under the efforts of volunteer teachers. Over 1,500 teachers have enrolled for the task, and probably 1,000 of them have been accomplishing good results. About 10,000 illiterates have been fortunate enough to receive an impulse toward improving themselves. The National University, which is at the head of the national education system, grants certificates to these volunteer teachers who serve without pay. Some others, without any formal recognition from the university, have been doing good work where they can, among their servants, neighboring poor, etc.

The rector of the university is doing his best to spread the lesson of honesty among Mexicans through the volunteer teachers. The work of these teachers is like that of missionaries, but without the organized backing that many missions have. The essence of a school, the teacher and pupils, is there, but the equipment is not. The self-appointed teachers find a place wherever they can. They have to urge their pupils to come to be taught. Often they meet indifference and suspicion. No compulsory attendance laws bring these people to school, nor does love of learning. But inspiration and encouragement on the part of the teacher does a great deal. One teacher believes in the appeal of the material, and serves fruits and ices to attract pupils.

Stevadores attend one class when they are away from work, in the morning, at noon, and on holidays. Some factory hands are learning reading, writing, mental arithmetic, and sanitation.

Sometimes the regularly established schools object to the activities of the volunteers. Many adult pupils suspect the teachers of political or religious motives. Some have no especial objection, but make excuses of various kinds to avoid learning.

The university is aiming to reach the lower classes, and to inculcate in them the common virtues, as well as teach them to read and write. It is hoped that education will increase the earning power of the people and that there will be a general rise in standards of living.

Lunch rooms are to be equipped in 10 New York schools in addition to the 24 which now have them. The new budget allows \$68,260 for this purpose, including \$50,160 for personal service and \$18,000 for supplies and equipment.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

BALDWIN, BIRD T. The physical growth of children from birth to maturity. Iowa City, The University, 1921. 411 p. illus., charts, tables. 8°. (University of Iowa, Studies in child welfare, vol. 1, no. 1. June 1, 1921.)

Annotated bibliography: p. 320-402.

This study is a sequel to Bureau of Education bulletin, 1914, no. 10, Physical growth and school progress, by the same author. It aims to aid in determining how children grow physically, and presents data and results applicable to the formulation of standard norms in physical growth, with a view to establishing a basic science for allied investigations in mental, educational, social, and moral development and clinical studies in nutrition. The tables summarize comparative measurements of infants, preschool children, school children, and adults under 30 years of age, giving data from all available authorities, comprising approximately 5,385,400 recorded cases in various countries. It is hoped that other investigators will cooperate in this field, and that the results may form an international basis for scientific work in child development and welfare.

BRANOM, MENDEL E. and FRED K. The teaching of geography; emphasizing the project, or active, method. Boston, New York [etc.] Ginn and company [1921] viii, 292 p. 12°.

The methods here presented follow the "new geography," which emphasizes interpretations as well as facts. The authors undertake to organize the geography course of study in such a way that the dominant viewpoint will be geographic and at the same time will allow the socialization of the material—its interpretation about life centers.

COPE, HENRY FREDERICK. The parent and the child; case-studies in the problems of parenthood. New York, George H. Doran company [1921] 184 p. 12°.

Aims to be a practical handbook for parents in moral and religious training in the family, by applying the "case method" to this subject. Every chapter is not only a problem study, but also relates to a real case, one that was presented to the author by a parent or a group of parents. The purpose of the methods suggested is that through the experience of life in the family children may learn the life of a society of love and good will.

DUNNEY, JOSEPH A. The parish school; its aims, procedure, and problems. New York, The Macmillan company, 1921. xix, 326 p. fold. charts. 12°.

A general survey of the Roman Catholic parochial school—its aims, principles, organizations, procedure, and problems.

FLEMING, DANIEL JOHNSON. Schools with a message in India. London, New York [etc.] Humphrey Milford, Oxford university press, 1921. 209 p. plates. 12°.

Prof. Fleming, of the Department of foreign service of Union theological seminary, New York, makes in this book a timely contribution to the first-hand information available on the problems of popular education in India, which have attracted widespread

interest of late. The author was American representative on the commission on village education in India, which was sent abroad by the combined missionary societies of Great Britain and North America during the year ending June, 1920. He describes 12 types of progressive schools observed by him while inspecting with the commission. These include vocational or industrial schools, both for men and for women, and schools of miscellaneous types, while three chapters are devoted to native Indian educational experiments.

JAKUES-DALCROZE, EMILE. Rhythm, music and education; tr. from the French by Harold F. Rubinstein. New York and London, G. P. Putnam's sons, 1921. xvii, 334 p. musical sup., 16 p. front. (port.) plates. 8°.

Here comprised is a series of papers written by Jaques-Dalcroze at various periods from 1898 to 1919, illustrating the development of his views on eurhythmics. This American edition has a special preface from the author, dated November, 1920, in which he notes the importance of giving to each race the means, by special training, of externalizing the rhythm peculiar to that race. He thinks the study of eurhythmics will benefit the American child in two ways—first, by imparting continuity of effort, and second, by bringing his "self" into harmony with that of his fellows.

MUNSON, EDWARD L. The management of men; a handbook on the systematic development of morale and the control of human behavior. New York, H. Holt and company, 1921. xiii, 801 p. diagrs. 8°.

As chief of the Morale branch of the general staff of the United States army, Gen. Munson had a unique opportunity to study the employment of practical applied psychology in handling large masses of men, and the results of his experience are stated in this book. While the book is written from the military standpoint, it is believed that the greatest field of usefulness of the principles brought out will relate to civil life in respect to industrial morale, to which a final chapter is devoted. Chapter XIII comprises 65 pages on education, information, and training as means of arousing and maintaining morale.

O'SHEA, M. V. Mental development and education. New York, The Macmillan company, 1921. xvii, 403 p. illus. 8°.

Written from the point of view of present-day biological psychology, and discusses how the individual may best be aided by education to adjust himself to his environment. The volume emphasizes dynamic methods in teaching.

WELLS, H. G. The salvaging of civilization; the probable future of mankind. New York, The Macmillan company, 1921. 199 p. 12°.

Mr. Wells outlines in this book measures of educational reconstruction tending, in his belief, toward the establishment of a broad system of education upon which a new world order may be based. After the preliminary schooling, he advocates the extension of education beyond teaching institutions, by means of reading courses, in accordance with the principle that adults can go on learning to the end of life.

YENKES, ROBERT M., ed. Psychological examining in the United States Army. Washington, Government printing office, 1921. vi, 890 p. plates, charts, tables. 4°. (Memoirs of the National academy of sciences, vol. XV.)

Submitted to the Surgeon general of the army as the official report of the Division of psychology of the Office of the Surgeon general.

This report gives, in three parts, a complete account of the history, methods, and results of psychological examining in the United States army. Part I is the official history of the development of the service and of its conduct during the war, and is supplemented by reproductions of the printed materials which were devised and used. Part II contains a complete account of the preparation of methods, their characteristics, and their evaluation as practical procedures. Part III summarizes the results of examining. Three chapters of the final part deal, respectively, with Literacy, Statistics on education and its relation to intelligence examinations, and Intelligence of the draft in relation to fitness for military service. It is shown that the draft is approximately a representative group, which is presumably, however, a little lower in intelligence than is the country at large.

INTELLIGENCE TESTS FOR NEWARK CHILDREN.

Half the Subnormal Children Already Segregated—Two Special Classes Established for Borderline Children.

Pupils in Newark public schools are carefully graded according to intelligence tests. Three main groups are provided for—the supernormal, the normal, and the subnormal. About 2 per cent of the school population have been found to be subnormal, and more than half of these are already segregated. The superintendent of schools hopes to continue the process of segregation until all physical, mental, and moral subnormals are removed from the regular classrooms.

Normal children are divided into what are called 1's, 2's, and 3's. The slowest pupils, or 3's, are not held to the same standards as the brighter children, but are rated on work adapted to them. The studies of the 1's, or exceptionally bright children, and the 2's, or medium bright, are graded according to the abilities of the respective groups.

Two classes of 20 children each have been formed for "borderline" cases, one of boys and one of girls. Most of these are dull, overage children, who do not get along in their grades and are not interested in the work, but merely remain in school until the law allows them to leave. The school aims to interest these children by giving them more handwork than the ordinary class does, and by making the handwork of a more advanced type. For example, machine stitching, which is usually taught only in the higher grades, is taken up in the borderline class.

FINANCIAL CONCERN CONDUCTS SALESMEN'S SCHOOL.

Instruction Is Given Before Business Hours—Course Includes Inspection of Public Utility Properties.

By L. F. FULD, *Educational Director.*

A school for securities salesmen was established by Henry L. Doherty & Co. in the autumn of 1919 for the purpose of furnishing instruction in the fundamentals of securities to ambitious young men and women and, incidentally, of increasing the available number of securities salesmen in this country.

Only Graduates Chosen as Salesmen.

The school was not established primarily for the employees of the Doherty organization, although such employees are admitted to the school on the same terms as applicants from other organizations. Nor was the school organized primarily for the purpose of recruiting securities salesmen for the organization, although it is now the policy of the organization to appoint as securities salesmen only men who have completed the course of instruction in the school.

The course of study in the school, which covers a period of two months, consists of discussion periods, inspection trips, collateral reading, and written tests. A written test is given to the students at bimonthly intervals, each covering the work of two weeks of instruction.

The students are taken on field trips to afford them an opportunity to inspect public utility and industrial properties from the point of view of a prospective investor. The financial and operating conditions of the company are thoroughly explained to the students on these trips, and each student is required to submit a written report on a hypothetical investment problem connected with the property inspected. A street-railway property, a telephone property, a central power station, a water plant, and an oil refinery are inspected during the course of the two months of instruction.

All Instruction in Morning Hour.

To each member of the class a reader's card in the New York Public Library is furnished and a list of 17 books recommended for collateral reading. The New York Public Library furnishes these cards and these prescribed books to the students in the school free of charge. The students are, for purposes of instruction, divided into two sections, each of which meets on alternate mornings from 7.45 to 8.45, in an auditorium

in the financial district. Instruction is given in the morning rather than in the evening, because in the strenuous business life of the present day the man who is worth while is physically and mentally exhausted in the evening, and the school is interested only in men of this type. By giving the instruction under the plan followed at present each student is able to report at the desk of his present employment every morning promptly at 9 o'clock.

Neither the elementary-school method of having the pupils recite from textbooks nor the free-lance method of entertaining the students with a lecture is followed. An effort is made by means of the discussion of investment problems to draw from each student the knowledge which he possesses or has obtained from his collateral reading and to supplement this with the knowledge which he should possess to become an efficient securities salesman. It is believed that this discussion serves as a stimulus to attention and as an aid to memory.

To each student who satisfactorily meets all of the requirements of the school a diploma is awarded.

Students Find Instruction Valuable.

No offer of employment after graduation is made to a student in the school. A sincere effort is made, however, to be as helpful as is practicable to each student who successfully completes the course of instruction. The educational director is in touch with the personnel executives of most of the organizations from which the students are recruited and communicates to these men and women information regarding the progress made by the students in the school in the prosecution of their studies. Many students report that at graduation or immediately thereafter they secure advancement in rank or increase in compensation in the organization with which they are connected.

During the first year of its existence the Doherty School for Securities Salesmen had 820 matriculants, of whom 151 met the requirements of the school and received its diploma. During the second year the ratio between matriculants and graduates has been about the same, and the total number of matriculants and graduates during this second year has been almost doubled. It may be stated in round numbers that the school has trained about 1,500 men and women in the field of securities salesmanship, of whom about 250 have secured the diploma of the school.

A correspondence course of instruction has also been organized to extend the benefits of the instruction offered by the school to those who, by reason of their residence away from New York City,

ALASKA'S POPULATION IS BECOMING PERMANENT.

More than Half the School Children Born in Territory—Others from Many Countries.

Alaska schools enroll children born in many parts of the world, but the majority were born in the Territory. Of the 2,204 pupils attending 47 schools, 1,255, or 56.9 per cent are native born.

Of the children born outside of Alaska, 949 in number, more than two-thirds, or 745 are natives of the United States. Thirty-seven States and the District of Columbia are represented. More than one-third of these children, or 363, have come from the State of Washington. This is to be expected, since there is direct boat connection between Alaska and Seattle, Wash. Other Western States have sent most of the other children, the East and the South sending a very small proportion.

Canada has 106 children in Alaska schools. Of European countries, Norway has 28 and Finland 13; Scotland and Russia have 9 each, England and Sweden, 6 each, Serbia, 2, and Denmark and Greece, 1 each. Panama and the Philippines send 3 children each and Mexico 2. Asia is represented by 5 children from Japan and 1 each from Assyria, China, and India. Argentina sends 5 children and Australia 2.

Authorities consider the high percentage of native-born children an indication of the permanence of the Alaska population.

Of 408 students in the night schools for adults, 34 nationalities are represented, outside of native-born Alaskans. The United States, Norway, and Sweden lead the list with 59, 52, and 32 persons.

find it impracticable to attend the residence course. During the first year 78 students enrolled in the correspondence course, and during the second year 73 additional students have been enrolled. In the correspondence course the tuition fee of \$15 is charged, which is refunded in full to each student who completes the course with a rating of 85 per cent or better.

Women teachers are approximately 44 times as many as men teachers in Ohio. About one-sixth of all the teachers in the State are high-school teachers. There are more than three times as many high-school teachers now as there were 20 years ago.

Public schools in San Francisco were reopened on August 1, after a month's vacation.

COMPLETE CLASSIFICATION FOR 1,000 CHILDREN.

Thirty Classes in New York School Submitted to Thorough Psychological and Physical Tests.

Every child who enters Public School 64, Manhattan, New York City, is tested physically and psychologically, and then assigned tentatively to one of the eight types of classes which have been organized in that school. His rate of progress through the school course will then be planned so that the gifted child will finish the eight-year course in 6 years, the bright in 7, the average in 8 or 9, the dull normal in 10, and the defective in whatever time he can.

Gifted Pupils Have Enriched Curriculum.

There are classes for pupils slightly above the average, and for those slightly below. There are "Terman classes" for superior, gifted pupils. These unusual children are not rushed through the course, but are offered an enriched curriculum, with the addition of such subjects as French, art, dancing, music, and craft work.

Children not mentally defective, but still definitely backward, are placed in classes of small register, to which especially patient teachers are assigned. The school is developing a special curriculum for these groups. These children, who are generally over age and have little interest in school work, are appealed to by concrete experience, with less use of books than would be required of an ordinary class. An hour a day of shopwork gave two classes of dull boys a practical basis for their reading and arithmetic which otherwise would have had no interest for them.

Observation Classes for Doubtful Cases.

Pupils who are so far below the average as to be suspected of mental deficiency are placed in observation ungraded classes, for special care, medical attention, and individual teaching. Some of these children return to the regular grades after a term or two under observation, while others prove to be really defective mentally, and they continue in the special class. Return to the normal class is always a possibility, for the school aims at perfect flexibility and interrelation of groups. The original grouping is used as a starting point and working basis. Changes are made on the recommendation of teachers and as the result of observation, but these changes, though important for the individual child, do not affect the original grouping much, for they amount to less than five per cent of the whole.

Besides classification on a mental basis, there is provision for children who are physically or emotionally in need of treat-

ment. A nutrition class cares for children who are underweight and need special physical attention. Health is the center of the curriculum of this class. Home co-operation being a necessity in this work, visits are made at the pupils' homes, and mothers' classes meet at the school.

Special Training for Temperamental Children.

A neurotic class receives children who are temperamentally peculiar, abnormal in some way, but not necessarily mentally defective. These children are often the truants or behavior problems of the ordinary class. They need special training, emotional rather than intellectual. Removal of such cases from the normal group tends to make the classes in the main body of the school more homogeneous. The close study of these individuals afforded by the small size of the class, which consists of only 10 or 12 pupils, results in a better adjustment of the boys with their environment, and often allows them to take their place again in the normal school world.

The first seven grades, from 1A to 4A, comprising 30 classes and about 1,000 children, have been classified. The school has a register of 3,200, all boys, with constant additions in all grades. Duplicate sessions are the rule from top to bottom of the school, and classes find room in several annexes near the main building. These crowded conditions are a disadvantage in many ways, but the large number of pupils allows a closer grouping of types than would be practicable in a smaller school.

ENGLISH TEACHERS MORE GENERALLY CONSULTED.

Teachers' consulting committees to cover every section of the county have been established by the county of Warwickshire, England. This is a step ahead of the joint advisory committees, consisting of equal numbers of representatives of the authority and of the teachers in their service, which many local education authorities have set up.

The local committees encourage the exchange of educational ideas among the teachers in the district as to curriculum, methods, and other matters. An important part of the work of the committees will be concerned with the relations between the central schools and the contributory schools, especially regarding transfers of children and correlation of curricula. The committees are asked to call the attention of the authorities to defects of buildings, or of equipment, heating, ventilation, etc.

Committees may arrange for interchange of teachers for the purpose of enlarging their educational outlook. In addition, the committees will deal with all matters relating to school camps, interschool games, boy scouts' associations, etc.

IMPROVED SCHEDULE FOR MOUNT VERNON.

Teachers in Elementary Schools Begin at \$1,300—High-School Principals Receive \$5,000 a Year.

According to a new salary schedule to take effect September, 1921, elementary teachers of the first six grades in Mount Vernon, N. Y., will begin their probation term on a salary of \$1,300, and will receive an annual increment of at least \$150. This annual increase will continue until at least the regular maximum salary of \$2,500 is reached. Special teachers and teachers of the seventh and eighth grades will have the \$150 annual increase, their minimum salary being \$1,500 and the maximum \$2,700.

Increases beyond the regular maximum may be made upon recommendations in favor of individual teachers, based upon the recognized superior value to the schools of the service of the teacher concerned. The basis of such judgment is the one used throughout the city for judging the quality of teaching service, namely, school house-keeping, control of class, spirit of class, teaching ability, professional and social spirit, personal equipment, and general estimate.

High-school teachers begin their probation service at \$1,500, and receive the annual increment of not less than \$150 until they reach the regular maximum of \$3,300.

Elementary school principals are paid according to the number of classes supervised by them. Principals in charge of schools of 17 or more classes are placed in class A, and receive a minimum salary of \$2,000 and a maximum of \$4,000. Principals in charge of 8 to 16 classes are placed in class B, and receive a minimum salary of \$1,500 and a maximum of \$2,500. However, principals who have had 15 or more years of continuous service as such in the schools of Mount Vernon, at the time of the adoption of this schedule, will be considered as in class A.

Elementary and high-school principals and supervisors receive an annual increment of at least \$200. The regular maximum for the best paid high-school principal will be \$5,000. Increases beyond the regular maximum are, as in the case of elementary teachers, entirely individual.

More than a thousand children in England live on canal boats, and their schooling is a difficult problem to the local education authorities. Legal proceedings have been taken and fines imposed for truancy in some cases. Some authorities believe that children should not be allowed to travel on the boats.

EDUCATION IN LOUISIANA'S NEW CONSTITUTION.

Composition and Functions of State Board—State and Parish Superintend- ents to be Chosen by Boards.

Louisiana's public schools will henceforth be free from political influence, if the new constitution works out as expected by educators in that State. The State board of education is now provided for by the constitution, instead of by legislative enactment. The board will consist of eight members, one elected from each of the five congressional districts and three appointed by the governor. These members will serve eight-year terms, overlapping.

State Board Will Elect Superintendent.

This board, and not the people directly, will elect the State superintendent of education, who is subject to removal by the board. The superintendent's salary limit has been raised from \$5,000 to \$7,500.

The State University will be governed by a special body provided for by the legislature and appointed by the governor. All other State higher institutions will be directly under the supervision and control of the State board.

Coordination of the State school system is provided for, so that the elementary and secondary school courses will lead to the standard of higher education of the Louisiana State University and Agricultural and Mechanical College. In the elementary schools only fundamentals will be taught, including the study of the American Government and the duty of citizens.

Parish school boards will be elected by the people. These boards will elect the parish superintendents, but the State board, instead of the legislature, will prescribe the qualifications and duties of the superintendents. The State board, however, will not have control of the administration or the business affairs of any parish school board, nor of the selection or removal of its officers.

Teachers' Certificates Controlled by Board.

Qualifications of teachers of all grades from collegiate to elementary will be prescribed by the State board, and their certification will be provided for by the same authority.

Minimum appropriations are fixed by the constitution. After July 1, 1922, and until January, 1925, the severance license tax on natural resources up to \$5,000,000 will be appropriated to the State University, exclusive of what has already been apportioned from the present fiscal year. After 1925 a State tax of one-half mill will be collected for the State University, and 2½ mills for the

other parts of the public school system. For the support of State educational institutions other than the State University, such as schools for the blind, industrial schools, normal schools, etc., not less than \$700,000 must be appropriated annually, to be apportioned by the legislature and the State board.

In the new constitution is a provision that the general exercises in the public schools must be conducted in the English language. According to the old constitution the French language might be taught in those localities where the French language predominated, if no additional expense were incurred by this instruction.

SOCIETY FOR HELPING COLLEGE GIRLS.

Girls struggling for higher education are helped by the Massachusetts Society for the University Education of Women. The society's money is lent to self-supporting girls, to girls at home helping with the housework whose parents can support them but not give them a college education, and to girls who suffer reverses of fortune before they have completed their course.

A loan library, composed chiefly of college textbooks, also is kept for the benefit of young women students of Boston University who can not afford to buy textbooks.

Two graduate fellowships were granted this year by the society, one in chemistry at Boston University and the other in French at Radcliffe. Of the students benefiting this year, many are looking forward to work in the line of social service, medicine, institutional management, domestic science, library science, and journalism.

NEW BUILDINGS PARTLY OF WOOD.

The needs of the schools of Oakland, Calif., are so great in proportion to the money available that the most economical types of construction have been adopted. The small elementary schools and some of the neighborhood schools will be of wood construction with walls of cement stucco on metal lath and with roofs of Spanish tile. The high schools and junior high schools will have exterior walls of brick, hollow tile, or concrete covered with cement stucco, and the roofs will be similar to the elementary schools. The interior construction of these buildings will be of wood. As a result of this policy of economical construction, the new elementary schools are costing only about \$7,000 a classroom, including auditorium and administration and special rooms. Fire hazard has been reduced by fireproofing, easy stairways, and good water communications everywhere.

WIDESPREAD INFLUENCE OF AMERICAN UNIVERSITIES.

Greatest Educational Institution in the World in Point of Numbers is Univer- sity of California.

"University of California is now without question the largest university in this country in point of enrollment," writes Raymond Walters, secretary of the American Association of Collegiate Registrars. Mr. Walters has for several years collected the statistics of enrollment of the leading institutions for higher education and has published them every year soon after the beginning of the college year.

An article in the June 15th number of *SCHOOL LIFE*, which credited New York University with the greatest enrollment was, as Mr. Walters points out, based on the figures of 1919. Regular full-time students in 10 leading universities, as reported by Mr. Walters in *School and Society*, were as follows in 1920: California, 11,071; Columbia, 8,488; Michigan, 8,458; Illinois, 8,250; Minnesota, 7,437; Ohio State, 7,156; Wisconsin, 6,846; Pennsylvania, 6,363; Harvard, 5,483; Cornell, 5,175. Enrollment in other famous universities on the same basis was as follows: Chicago, 4,682; Yale, 3,664; Leland Stanford, 2,449; Princeton, 1,814; Johns Hopkins, 1,312.

Columbia Leads in Resident Students.

New York University does not appear in this list because its records are not so kept as to make it possible to determine the number of regular full-time students. On the basis of resident students that institution in 1920 ranked fifth with 10,522, following Columbia, 23,793; California, 16,379; Chicago, 11,394; and Pennsylvania, 10,579.

Including correspondence and extension courses of all classes, the University of California furnishes instruction to no less than 36,904 persons. It is probable that no other institution in the world of like character can equal this total.

Harvard University's Glee Club has completed a successful trip through France, Italy, and Switzerland. The organization sailed in June, at the invitation of the French Government, and gave concerts in Paris, Geneva, and other cities. The programs included selections from the works of such composers as Handel, Bach, and Brahms. Among the distinguished men who heard the club sing were President Millerand, Marshal Joffre, and Marshal Foch. On July 4, the students placed flowers on the grave of the unknown soldier under the Arc de Triomphe, and sang *De Profundis*.